

APRIL 1956

The School Executive



HOW JOHNNY IS TAUGHT TO READ
Arthur Gates (p. 27)

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The School Executive

APRIL 1956

VOLUME 75

NUMBER 8

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Photo courtesy Eastman Kodak Company.

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The School Executive

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April, 1956

Preview of May

The May issue will feature a special 32-page section announcing and illustrating the winners in this magazine's fifth annual Competition for Better School Design.

The Green Sheet will describe how schools are administered in three "pioneering" countries abroad—Israel, India and the Philippine Islands—and will be authored by Samuel Everett, professor of education at the College of the City of New York.

The Planning Section symposium will be a report on the practices of six school systems in planning, presenting and adopting the annual budget. It should be valuable to all our readers.

The articles in the Schools in Action section will tell you about recent court cases involving teacher dismissal, how a New York community got politics out of school board selections, how to remove the barriers to effective teaching, the work of a citizens committee on school buildings in an Oregon city, how punch cards facilitate high school scheduling, and the plight of 600 New England pupils "without a teacher."

And, of course, all the regular features. All in all, May offers a solid and appetizing menu.

Sincerely,
Walter D. Cocking, editor

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Monsanto supplies plasticizers and vinyl resins to manufacturers of high-quality vinyl floor and wall covering materials, but does not produce or distribute the finished products. For a list of manufacturers of vinyl floor tile and wall coverings, write Organic Chemicals Division, MONSANTO CHEMICAL COMPANY, Dept. PL-S-1, 800 No. 12th Boulevard, St. Louis 1, Mo.



WHERE CREATIVE CHEMISTRY WORKS WONDERS FOR YOU



AS I SEE IT

by Walter A. Cocking

Products for Schools

NO ONE KNOWS exactly how many different products are used by schools today. It is known, however, that some school systems purchase and use more than 100,000 different products during a school year. In any case, the number and diversity of products would add up to an imposing figure. It is further known that educational institutions spend more than \$3 billion per year for school products.

As we look to the future and consider the accelerating growth in enrollments, the need for new plants, the ever-expanding program and the many new products constantly being introduced, one must conclude that equipping American schools with the materials they require is big business indeed.

As I see it, not enough time and study are devoted to equipment and supplies, and much money is wasted through poor selection and ineffective use of materials. In earlier years, when the volume of materials used by schools was small and the available materials relatively few, only a small amount of time and energy had to be devoted to this problem. The picture today is different, and the task grows more complex each year. Study, research and experimentation must be carried on if administration of this phase of the schools' activities is to be conducted efficiently.

This field of school materials can be divided into four problem areas: selection, purchasing, management and operation, and use.

SELECTION OF THE best product for a given job is not easy. This is partly because of the increasing number and quality of products, and also because of the scarcity, indeed almost complete absence, of authentic and unbiased product information. Research and experimentation in product selection are difficult but are greatly needed. Those selecting products ordinarily have had very little training for this job, and their task is further confused by the conflicting claims of current promotional material. In addition, those given this task have it added to an already full load and hence find little time, energy and attention to devote to it. The most encouraging thing found here is the increasing trend to involve in the selection process those who are most concerned with the use of the product.

After a product is selected it has to be purchased; and it is probably here that the greatest efficiency is exercised in the entire product field. Preparation of administrators includes valuable help in understanding good purchasing practices and techniques. Also the procedure can be more or less standardized. The result is that purchasing practices are, on the whole, good.

One of the very difficult phases of the problem of materials has to do with operation and management. Here we have a problem of logistics. It is to get the right product to the right place at the right time, and to do this with economy of time and energy. In school systems, large or small, this is a tough job to perform efficiently. Involved here are inventory, storage, transportation, paper work, personnel and the factor of timing. While some systems are doing outstanding work in this connection, they seem to be the exceptions to common practice. No one formula for good operation can be used—there are too many constantly changing factors. We need more descriptions of good practice, and we need more study of the whole involved problem. Good selection and good purchasing are of little value if the follow-up management is poorly handled.

PROBABLY THE MOST NEGLECTED phase of the school product problem is that of effective use of newly-purchased material. Schools have proceeded seemingly on the basis that if a wanted product is available, it will be used and used properly. But this does not necessarily follow at all. The use made of a product is the *sine qua non* of its value. Ineffective use cancels out all of the efficiency that has gone into selection, purchase and management. Good use of a product doesn't just happen; it has to be learned. Hence time, good instruction in use, and the desire for maximum utilization of school products are necessary. Here is a field largely unexplored at present.

Administrators and other staff members must develop a vivid consciousness of the importance of all phases of the product enterprise. It is basic to improvement. The size and importance of the problem is such today as to demand more attention, more study and better practice than we have given this phase of the school enterprise in the past.

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KEYNOTES /

comments on the educational scene

Appropriations for research

THE PRESIDENT'S JANUARY budget message to Congress included a request for increased appropriations for the Office of Education. A substantial part of this is recommended for research activities.

It is heartening to note these long-needed recommendations. Now, if the Congress approves them, the Office can proceed with one of its most important functions. In the past, it has been unable to do much research due to lack of a competent staff and adequate funds.

Probably there is no field in which research is more necessary than education. We have so few answers based on fact and experimentation. The result has been to encourage use of hunches, guesses and precedent. If the Office, through an additional appropriation, can stimulate research and research-mindedness, a most valuable service will have been performed. All of us should ask our Congressmen to help push this recommended appropriation into law.

There are no bargains in schoolhouses!

THE UNPARALLELED NEED for new educational buildings of all kinds in all sections of America can be met only through the expenditure of several billions of dollars. To spend billions of dollars annually on school buildings is a new experience even for America.

The situation arouses the active opposition of many. The critics cry in loud and anguished tones. They say "the schools are extravagant," "the new buildings aren't needed," "something less expensive will do as well," "pile the pupils together in larger groups," "so much education for so many is unneeded and unwise," "the schools will bankrupt the country." Thus, the echoes ring.

Do we really want cheaper buildings? In the long run, they may well be the most expensive. Inexpensive, "bargain" schools may, and probably will, cost more dollars over their life span, than more sturdily built, quality ones. They cheat our children of proper places in which to grow and develop. They lack the human values and atmosphere so greatly needed.

Cheap schools are a poor investment—the kind we cannot afford. Thoughtful Americans do not want them.

Administrator-teacher partnership

THE MOST ENCOURAGING phenomenon in teacher education is the partnership which is rapidly developing between school administrators and teacher educators. Increasing numbers of school administrators are realizing the golden opportunity which is theirs to make the next generation of American teachers superbly better than any preceding one.

There was a time when teachers-to-be were tolerated,

but certainly not welcomed, in school classrooms. Furnishing observation, practice and induction opportunities for students in nearby colleges was received as an extra, disagreeable chore, or at best a favor reluctantly bestowed upon the college.

That time is rapidly vanishing. Forward-looking administrators are actually looking for opportunities to participate fully in educating teachers. Perhaps they are not entirely unselfish. They have learned that the presence in their school system of student teachers properly supervised and motivated is galvanizing. And, year after year, they get their pick of already-induced, well-prepared young teachers.

This new partnership is paying rich dividends for teacher education, also. Deadness and dryness are vanishing under the impact of flesh-and-blood experience. Colleges are finding that they must hire alert, well-equipped education professors to work successfully with able school teachers. Teacher education is being vitalized by close, friendly contacts with the real people and the real problems in schools.

The new partnership brings some headaches, of course. But the big people are surmounting the trouble and giving us a new reality-based, direct-experience kind of teacher education which is highly rewarding.

L. D. HASKEW
*Vice-President and Dean
College of Education
University of Texas
Austin*

School study councils

DURING THE PAST ten years, school study councils have sprung up in many metropolitan areas. Membership in these councils is by school systems. Dues are ordinarily paid by the school system and are fixed on a per pupil or teacher basis.

The purpose of these councils is to study common problems, appraise practices and carry on research. Usually the work of the council is centered in a teacher preparation institution in the area. It is also common practice for the council and the university jointly to employ a director and other necessary staff.

The movement, which started in the New York metropolitan area, has spread to all sections of the country. Councils, administrators, teachers, school board members and lay citizens are involved in the work of these councils. Emphasis is on cooperative action.

There is plenty of evidence to conclude that the work has been constructive and helpful. Considerable research is underway and desirable working relationships between colleges and school systems have been developed. The results again demonstrate that "in union there is strength."

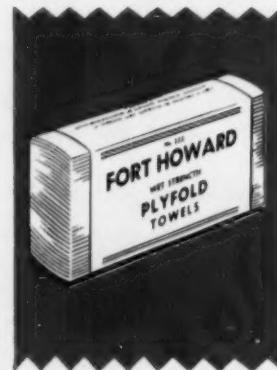
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SCHOOL PLANT /

news and views

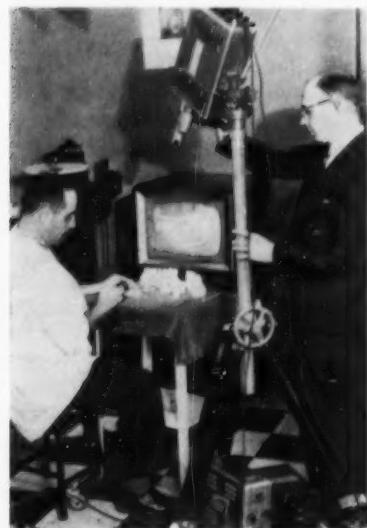
A Meaningful Dedication

At the recent dedication of the North Bethesda junior high school, in Montgomery County, Maryland, Superintendent Forbes H. Norris emphasized the "investment in living" which schools represent.

"The opening of a new school," he said, "means much more than one more building. It is another tangible expression of faith in the power of education and another stepping stone toward the fulfillment of dreams and the discovery of talents; it is another milestone on the highway that we know as the American tradition. The tangible costs of a new building are temporary and met in one generation; the intangible values are limitless and ever on the increase in proportion to age and the number of pupils served. This school is another symbol of two great faiths: faith in our way of life and its institutions; faith in the youth of our country."

Dental Instruction Via TV

Two and a half years ago the School of Dentistry of Loyola University, in Chicago, pioneered in the use of closed circuit television to help in the teaching of dental students. Today, according to the dean



Televised lecture for dental students.

Some Considerations in Designing for Child-Adult Use

People of all age groups use school building facilities. The multiple function of a school plant can be made more effective if planners will bear in mind certain basic considerations: zoning should allow for selective control of space, heat and light; different age groups have varying needs in terms of storage space for materials, projects and equipment; spatial flow, both visual and physical, increases flexibility of use; if storage units and wardrobes are movable, space is more adaptable to changing uses; warm, informal and colorful environment in all spaces, particularly central common areas, will be beneficial to all age groups; careful study of on-site traffic and parking will reduce hazards of multiple use.

—Jay C. Van Nuys

Jay C. Van Nuys & Assoc., Architects
Somerville, New Jersey

There is really one basic consideration in designing a school building for use by both children, adults, and that is the program to be operated. What program will be operated for children—and what kinds of spaces are needed to house that program? What program will adults engage in—and what kinds of spaces are needed for them? To what extent can the same space house both programs well without one use interfering with the other? From careful consideration of these matters then come answers regarding shape and size of spaces, arrangement of rooms within the building, necessary storage, convertibility of space, flexibility of room arrangement, types of furniture and site layout.

—Wilfred F. Clapp

Assistant Superintendent, Department of Public Instruction
Lansing, Michigan

of the dental school, TV is being used with very good results in more than a dozen courses.

Every floor and classroom in the dentistry school is wired for closed-circuit TV reception, with programs originating in either surgery or the school's TV studio. Also, two clinical floors of the building, three laboratories, a post-graduate room and two amphitheaters are connected to the circuit.

Guide to Flexible Planning

In its guide to school planning, *What Are Our School Building Needs?*, the National Citizens Commission for the Public Schools underlines the job of educators and architects in providing adequate school plants for the children and adults of America: "Yesterday's schools do not suffice for today's needs. The schools being built today will be quickly outmoded unless they are carefully planned for flexi-

bility. Changes in educational programs resulting from changing demands of the community on its schools make constantly new demands upon the facilities."

The professionals, and indeed all citizens, the guide reminds us, need to be reminded frequently of the importance of educational planning for new school buildings.

Aiding the Handicapped

The Illinois Commission for Handicapped Children has published a 16-page brochure entitled *Architectural Blocks in School Buildings*, which offers suggestions to educators and architects for overcoming those architectural obstacles that impose hardships on handicapped children. The publication also describes important considerations in planning new schools to meet the needs of handicapped children. The Commission's address is 160 North LaSalle Street, Chicago.

Pamphlets of Interest

Administration

Studies in Education 1955 is the seventh volume of the Thesis Abstract Series annually published by the School of Education, Indiana University, Bloomington, Ind. Each issue contains abstracts of doctoral theses of individuals receiving doctorates in education or philosophy (with education major) at In-

diana the previous year. Price: 75¢.

The Superintendent's Annual Report 1955 for the Dallas, Texas, Independent School District, is a very informative, well-presented publication tracing school activities from first grade through high school graduation. Good annual reports have proven successful in

industry and now in education.

Research Studies in Education—1954 is the second work of its kind to be published under the sponsorship of Phi Delta Kappa fraternity. It reports the dissertations, reports and field studies presented at all American universities during 1954. Phi Delta Kappa, Inc., 8th St. and Union Ave., Bloomington, Ind. Price: \$3.50.

Improvement of Instruction in Rural Schools is the report of the Tenth Annual Conference of Indiana County Superintendents. It provides an excellent account of the services already well-established in a number of counties, and their contribution to the curriculums of rural schools. Purdue University, Lafayette, Ind., Studies in Education, Volume 4-1955.

Teaching

1955 Salary Schedules and Personnel Policies is an enlightening study of conditions in the teaching profession in New England. Published by the New England School Development Council, 20 Oxford St., Cambridge, Mass. Price: 35¢, Council members; \$2.00, non-members.

Clerical and Custodial Staff in Public Secondary Schools by Ellesworth Tompkins and Mabel C. Rice, brings to light many obscure facts regarding the current numerical status of clerical and custodial staffs in public high schools throughout the country. Detailed state-by-state data is presented. Office of Education.¹ Price: 55¢.

Teacher Supply and Demand in Degree-Granting Institutions, 1954-55, Research Bulletin for December 1955, NEA Research Division, is the first comprehensive picture of faculty supply and demand in the nation's colleges and universities, with detailed information

¹Office of Education publications are available through the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

SE-308

Which surface would you choose?

The advertisement features two side-by-side photographs. The left photograph shows a close-up of a rough, gravelly playground surface. The right photograph shows a smooth, dark, and shiny Walk-Top surface. A white rectangular box containing the headline "Which surface would you choose?" is positioned between the two photos.

HERE are close-up photographs of the actual surface of a typical play-yard before and after sealing with Walk-Top.® Notice the change from gritty, abrasive, coarse texture to a resilient, smooth and non-skid surface. Which surface would you choose for your play area? There isn't much doubt that you would select the Walk-Top surface . . . particularly when you discover how economically it can be applied over any existing paved area.

Get full details from our nearest office.



Walk-Top smooth, all-weather surfaces give you more "play-days" per year.



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Johnson Dual Thermostats may be grouped by area, as shown on this typical plan. Any or all areas may be switched to low, economy "after-hours" temperatures, while only those rooms that are in use continue at normal comfort levels.



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The answer is a modern *Dual* System of Johnson Automatic Temperature Control. Briefly, here's how it works:

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In those rooms which continue in use, merely pressing the button on the *Dual* Thermostat restores them to normal occupancy temperatures, *without changing the economy settings of the other thermostats*. Think of the fuel savings!

Johnson *Dual* Control offers the finest in modern room-by-room temperature regulation—and at the lowest possible operating cost. Heating only the occupied rooms quickly saves enough fuel dollars to pay for the cost of the entire system!

But that's only part of the story. Whether you are planning a new school or modernizing an existing one, have an engineer from a nearby Johnson branch explain, without obligation, how these and other money-saving advantages of *Dual* Control can be applied to your problems.

JOHNSON CONTROL
TEMPERATURE AIR CONDITIONING

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CITY & STATE _____

Pamphlets

on the shortage of professors in separate fields. NEA.¹ Price: 50¢.

About People and Teaching is devoted to a discussion of the *perceptual* theory which Robert E. Bills, Associate Professor of Psychology, has applied to educational problems. University of Kentucky. Price: \$1.00.

Here's How is a compilation of pro-

fessional exchanges of teaching techniques that have been tried in actual classroom situations in the hope of achieving the best ways to work with children. Roslyn Public Schools, Roslyn, N. Y.

Instructional Program

Secondary School Journalism, by Alan Scott, is one of a series of research studies published by the University of Texas. It is an all-inclusive account of the history of high school journalism, the nature

of the journalism courses offered and what the present day journalism curriculum consists of in Texas high schools. University of Texas, Austin. Price: \$1.00.

A Selected Bibliography in Elementary Science is designed to help teachers provide the best reading in science for elementary school children. Bureau of Curriculum Research, 130 W. 55 St., New York 19, N. Y.

Course of Study in Industrial Arts, Grades 10, 11, 12 is prepared to aid school personnel in developing an industrial arts program in the senior high school. The aim of a good program should be related to the needs of the pupils and the goals of the schools. Board of Education, City of New York, 110 Livingston St., Brooklyn 1, N. Y.

Recordkeeping 1 and 2 for High Schools suggests a curriculum for the general diploma student to promote fundamental recording and mathematical skills. This course would prepare the students for positions after graduation and spare them the frustration and hardship of accounting courses beyond their level of comprehension. Board of Education, City of New York, 110 Livingston St., Brooklyn 1, N. Y.

Art—Seven, Eight, Nine and Ten outlines how an art program can be designed to help young people develop their own creative powers, and at the same time, understand the factors in our culture which contribute immensely to living. Board of Education, City of New York, 110 Livingston St., Brooklyn 1, N. Y.

Free and Inexpensive Learning Materials is an excellent compilation of the best, newest, and most timely publications and posters which will aid the teacher in p-e-
(continued on page 141)

The advertisement features a woman in a striped blouse and dark skirt, smiling and operating a large, light-colored machine with various knobs and a long tape. To her right is a wall-mounted control panel with a circular clock at the top and several rectangular compartments below. The text "MAKES CHANGING PROGRAMS AS SIMPLE AS PUNCHING LOOSE LEAF PAGES" is printed below the machine.

WITH A STANDARD Master Program Controller, your secretary or building custodian, can change school programs in minutes. There's no need to wait days for a factory specialist or to pay for program changes. You can change programs as often as you wish* and be certain that signals will sound on schedule. That's because STANDARD'S Memory Tape System is still the simplest and most dependable way to control school program schedules.

*Memory Tapes furnished free as required.

Write for information on School Clocks, Fire Alarm Systems, and Laboratory Panels.

The advertisement includes the company logo, which is a circle containing a lightning bolt. The text "THE Standard ELECTRIC TIME COMPANY" is written in a bold, serif font. Below the company name is the address "68 Logan Street • Springfield 2, Massachusetts". At the bottom, there are four small images illustrating different products: "HOSPITAL DRILLS", "ANALOG COMPUTERS", "ELECTRIC CLOCK SYSTEMS", and "LABORATORY PANELS". To the right of these images is the text "PRECISION TIMERS AND VIBRATORS".

¹Pamphlets published by National Education Association departments may be obtained by writing to 1201 Sixteenth St., N. W., Washington 6, D. C.

*it's Magic!

(the things you
can do with
**PRANG AQUA
TEXTILE COLORS**)



In thousands of classrooms throughout the country, Prang Aqua Colors are gathering laurels as an exciting new art medium for children of all ages.

A magic medium! All colors come ready to use right from the jar—water is the magic mixing medium—No muss or fuss—Makes "cleanup time" more fun! Prang Aqua Colors are wonderfully washable and wearable, too.

A natural stimulus for students to create "take home" gifts for every seasonal or festive occasion. Decorative articles they make themselves will be kept and treasured long after their school days are over. **Easy-to-follow classroom tested instructions guide you every step of the way!**

See the array of dependable Prang magic-mixing media on sale everywhere. Write to our Educational Department for free colorful "idea" literature! Dept. SN-40.

a THE AMERICAN CRAYON COMPANY
SANDUSKY, OHIO

NEW YORK

April, 1956

Conference Calendar

APRIL

1-6, 1956 Study Conference, Association for Childhood Education International, Washington.

8-10, Midwest Regional Drive-In, AASA and NEA Department of Rural Education, Omaha.

10-14, Annual Convention, International Council for Exceptional Children, NEA, Minneapolis.

13-18, Music Educators National Biennial Conference, NEA, St. Louis.

15-17, Southwest Regional Drive-In, AASA and NEA Department of Rural Education, New Orleans.

18-21, Fourth Regional Conference on Instruction, NEA, Boston.

MAY

20-23, National Congress of Parents and Teachers, San Francisco.

JUNE

10-12, National Conference, Future Business Leaders of America, Department of United Business Education Association, NEA, Washington.

17-21, National Association of Student Councils, Toledo, Ohio.

26-29, Eleventh Annual Conference, National Commission on Teacher Education and Professional Standards, NEA, Parkland, Washington.

JULY

1-6, National Conference, Department of United Business Education Associations, NEA, Portland, Oregon.

1-7, Ninety-fourth Annual Meeting, National Education Association, Portland, Oregon.

2-5, Twenty-first Annual Meeting, National School Public Relations Association, NEA, Portland, Oregon.

9-14, Public Relations Seminar, National School Public Relations Association, NEA, San Francisco.

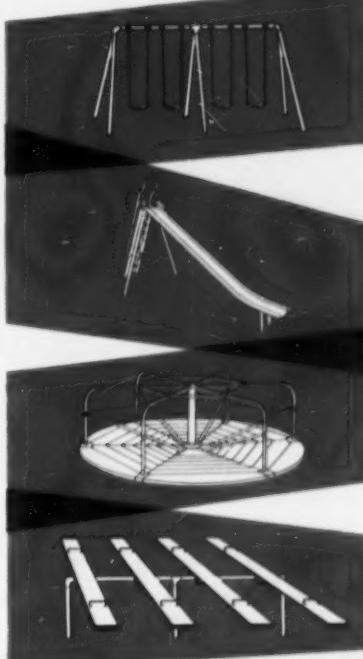
20-22, National Association of Educational Secretaries, NEA, Los Angeles.

CONTROLLED SAFE PLAY

RECREATION

Protect the children that use your playground facilities with the rugged play-safe line of Recreation Equipment. Modern structural design, rust-resistant construction and competitive price are the major reasons to first consider the Recreation Line for your playground installation.

It's safe playtime when children use Recreation Swing Sets. Short-span frame maintains adequate swing separation, features oilless swing bearings. Flexible rubber seat belts hold youngsters secure, reducing dangerous falls.



Hot galvanized, structural steel supports and ladders, high guard rails and heavy-duty chutes of Recreation's All-Metal Land Slide guarantee safe playtime, plus years of maintenance-free operation.

Available in Round or Hexagonal Styles, in open or closed types, are Recreation's Merry-Go-Rounds. Carrying capacity for up to 40 children. Exposed metal parts are hot galvanized—wood parts painted with two coats of high-grade enamel.

Practical Recreation See-Saws are constructed from hot galvanized, heavy-gauge steel pipe and certified malleable castings. Boards of Yellow Douglas Fir are clamped to notched fulcrum castings. Chain locks prevent removal.

Write for your Recreation Catalog giving complete information about a line of Playground, Swimming Pool and Basketball Equipment.

RECREATION

RECREATION EQUIPMENT CORP.
Dept. SE 46-724 W Eighth St. • Anderson, Indiana

AUDIO-VISUAL NEWS FROM BELL & HOWELL



The Bell & Howell Filmosound 385 Specialist, newly designed model of the most widely used 16mm sound projector.

GREAT NEW TEACHING TOOL



ENCYCLOPEDIA BRITANNICA FILM

"Films bring quick understanding to slow readers," says Mr. Rosenquist. "Sound movies broaden the experience of all students in science, industrial arts and social subjects. And important to us, the rugged Filmosound makes classroom projection simple, reliable and foolproof."

How Filmosound helps High School students learn faster, retain more

Enrollment is nearing 3,200 at Maine Township High School, suburban Chicago. Audio-visual director Wayne I. Rosenquist reports: "We find that sound movies sharpen students' learning power and improve their retention. Dependable Filmosound Specialists help us maintain high standards of instruction."

Now this great teaching tool is improved again: increased amplifier output (*double* power under normal conditions, *four times* stronger at low voltage), sound insulated aluminum doors, an end to warm-up delay . . . plus jewelled film-handling parts that last *400%* longer, all-gear drive, straight-line optics, still picture clutch and reverse.

See the new Filmosound 385 Specialist in action soon. Ask your Bell & Howell Audio-Visual Dealer for a personal demonstration or write for free brochure. Bell & Howell, 7109 McCormick Road, Chicago 45, Illinois.

*FINE PRODUCTS THROUGH
IMAGINATION*

Bell & Howell

THE SCHOOL EXECUTIVE

In just 19 minutes!

FROM GYM TO LUNCH ROOM

Here's how Dr. Morris R. Bolton,
Superintendent, Corinth School District, N. E. Johnson
County, Kan., solves his space problems with
Erickson Fold-A-Way Tables.



Time: 11:45 a.m. . . . Scene: the multi-purpose room at Corinth Elementary School . . . Action: the morning phy. ed. class is almost over ("Just one more basket, Coach!") Custodian starts wheeling in extremely portable Erickson Fold-A-Way Tables with Benches . . .

Time: 12:04 p.m. . . . Scene: same room 19 minutes later . . . filled with 14 Tables used by 330 students . . . students finish eating about 12:40 . . . by one o'clock all the tables are folded and stored, with floor swept ready for the afternoon gymster.

Multiple use of floor space is easy...with **Erickson** Tables

Erickson

PORTABLE FOLD-A-WAY TABLES WITH BENCHES



They fold-a-way
in only 15 seconds

They wheel-a-way
on own rubber wheels

They store-a-way
in amazingly little space

With Erickson equipment Superintendent Bolton has the "extra" space he needs . . . through highly efficient multiple use of floor space.

Erickson's exclusive Fold-A-Way and Wheel-A-Way features make it possible for one man to set up seating-for-eating for hundreds of pupils . . . with great savings in time and labor.

When not in use, tables take very little storage space. For example, 10 tables, with seating capacity for 240 pupils, store in only 4 1/2 by 10 ft.

Send us your floor plans. Let our engineers help solve your space problems with extremely portable Erickson tables. You'll find you're paying for Erickson tables when you don't have them.

SEND COUPON TODAY!

HALDEMAN **H**OMME MFG. CO.
Dept. SE-4, 2580 University Avenue, ST. PAUL 14, MINN.

Midway 5-6465

GENTLEMEN: Please rush me complete information on Erickson space-saving Fold-A-Way Tables.

Name _____ Title _____

School _____

Address _____

City _____ State _____

Erickson

PORTABLE FOLD-A-WAY PRODUCTS

Take a tip from the guy who knows:



*Elementary School Gymnasium, Perrysburg, Ohio
Architects: Britch & Munger, Toledo, Ohio*

**FOR SCHOOL FLOORS
THAT LAST A LIFETIME,
*Specify KREOLITE!***

The
Jennison-Wright
Corp.
2463 Broadway
Toledo 9, Ohio

Please send me a free sample and complete specifications of Kreolite Flexible Strip End Grain Wood Block Flooring.

Name _____

Address _____

City _____ State _____ E

For nearly 50 years, Kreolite Wood Block Floors have been used successfully in industrial plant areas where heavy traffic would ruin normal floors.

Now, Kreolite offers this famous durability in its beautiful Flexible Strip End Grain Wood Block Floors—designed specifically for school activities centers like gymnasiums, vocational shops and laboratories.

Made from 1-1/2" or 2" thick kiln-dried southern yellow pine, individual blocks of Kreolite are wire-trussed together to form compact monolithic-like end grain blocks or strips. These strips are then impregnated with a special preservative to guard them against the ravages of time.

When the flooring is laid, each Kreolite strip is interlocked to adjoining strips by a patented steel wire spline—providing a smooth, resilient floor that defies hard usage! For complete details, fill out the coupon below.

**KREOLITE FLEXIBLE STRIP END GRAIN
WOOD BLOCK FLOORS**

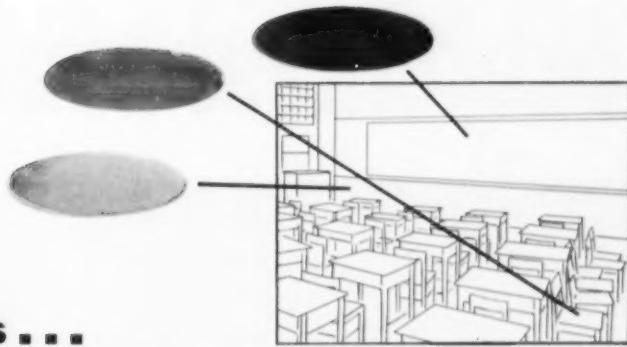
RESILIENCE

BEAUTY

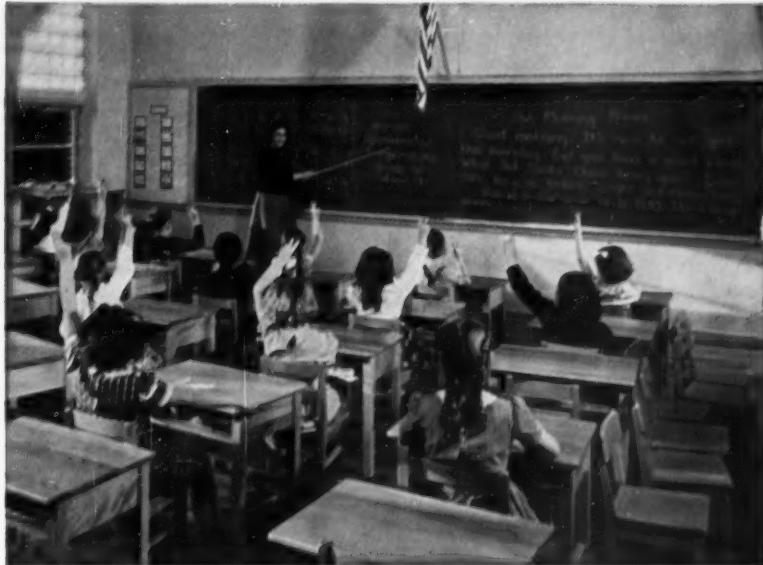
DURABILITY

ECONOMY

**By using
the right colors
in the right places...**



DU PONT COLOR CONDITIONING



**makes
school
buildings
more
efficient!**

In hundreds and hundreds of school buildings all over the country, Du Pont Color Conditioning is increasing the comfort and efficiency of students and teachers alike. This scientific painting plan utilizes carefully selected colors to diffuse light, smooth out glare and assure uniform brightness...brings new efficiency to all types of school build-

ings, both old and new. Visual strain and fatigue are minimized . . . both learning and teaching are made easier!

Du Pont Color Conditioning costs no more than ordinary painting; it actually costs less in the long run. And new paint formulas make Color Conditioning Paints *odorless* during application! Now you can put this scientific painting

plan to work for you without the interruption of normal routine so often caused by annoying "painty" smells! To discover the many ways Du Pont Color Conditioning can pay off for you, mail the coupon today!

FREE 32-PAGE BOOK! Find out how Color Conditioning can meet the specific needs of your building interiors. Get this book, illustrated in full color. Mail the coupon today!

Du Pont Color Conditioning Paints Are Now Odorless

**Now you can paint busy areas
without interrupting normal routine**



Better Things for Better Living . . . through Chemistry

E. I. du Pont de Nemours & Co. (Inc.)
Finishes Division, Dept. EX-64
Wilmington 98, Delaware

Gentlemen:

Please send me, at no cost, your 32-page book,
"Du Pont Color Conditioning."

Name _____

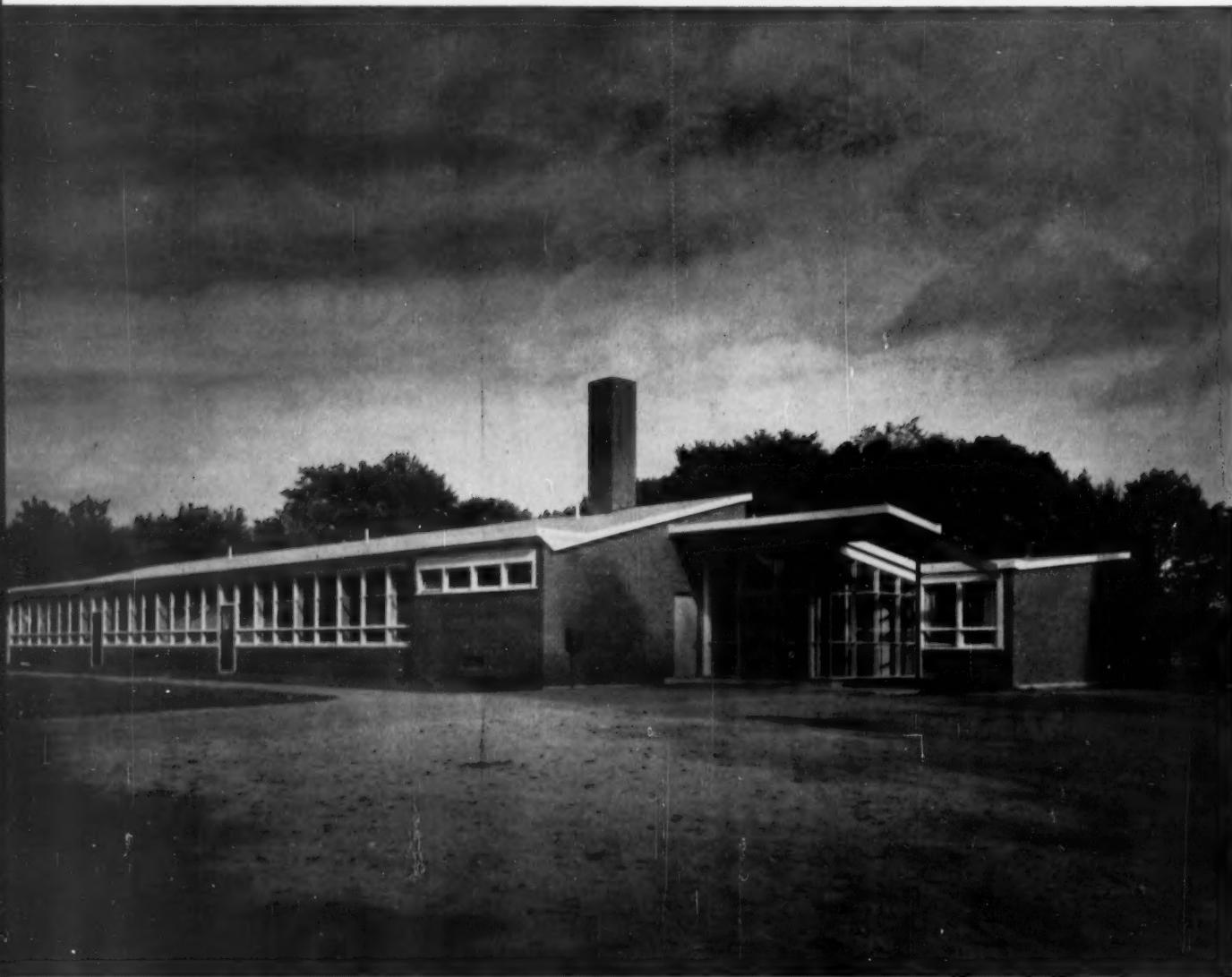
Title _____

Address _____

City and State _____



Unique Maine school gets
More classroom comfort per



Washburn Elementary School, Auburn, Maine. Superintendent of Schools: Robert S. Ireland; Architects and Engineers: Alonzo Harriman, Inc.; Mechanical Contractor: L. W. Haskell Company.

BETTER AIR IS OUR BUSINESS



herman nelson
UNIT VENTILATOR PRODUCTS

System of Classroom Cooling, Heating and Ventilating



Illinois Steam
Heating Specialists



Herman Nelson
Console Heaters



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Portable Heaters



Herman Nelson
Heating, Ventilating Units

dollar with DRAFT|STOP!*

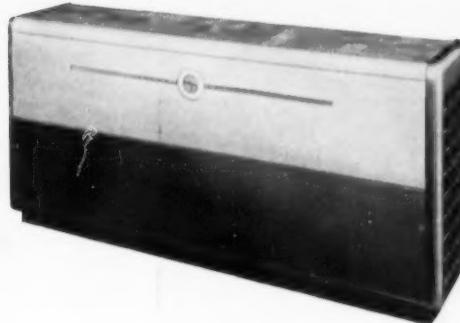
Controls drafts without added heat load

AUBURN, Maine's Washburn Elementary School needed an addition. But the budget dictated: economical building cost, *low* operating cost. What's more, there could be absolutely no sacrifice in either teaching efficiency or student comfort. In short, Washburn officials demanded *more classroom comfort per dollar*.

One important economy was the use of end-on classrooms for space flexibility. This required positioning the unit ventilator at the end of the room, rather than the side, with air flow at right angles to exposed beams. A natural for DRAFT|STOP; because it distributes air so evenly, so comfortably—with *no "dead spots", no "cold pockets"*.

DRAFT|STOP heats only when heat is necessary . . . saves fuel when it's not. It even controls down-drafts without using extra heat. Today, demand increases for *more classroom comfort per dollar*. That's why you see so many new DRAFT|STOP installations. Want more facts? For 16-page case study, write Herman Nelson Unit Ventilator Products, American Air Filter Company, Inc., Louisville 8, Kentucky.

*Patented (there are no substitutes!)



A deep, end-on classroom in the new Washburn Addition. Cost of this addition was lower by 97¢ per square foot than earlier addition with conventional side-on classrooms.



AMERICAN AIR FILTER COMPANY, INC.



Herman Nelson
Unit Blowers



Herman Nelson
Horizontal Unit Heaters



AAF ROTO-CLONES
For School Shops

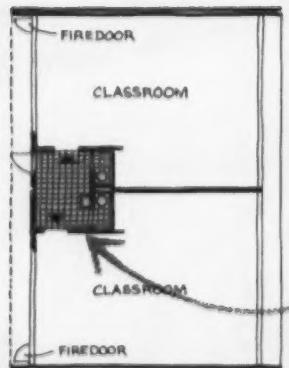


Herman Nelson
Vertical Unit Heaters



more color,

Library Facade, High School, New Bern, N. C.;
Architects: Burrett H. Stephens and Robert H. Stephens.
Special Design in Suntile Ceramics - 231 Pearl Grey;
204 White; 240 Red, 271 Turquoise.



Each two-classroom unit in
this "cluster-plan" school
has a practical vestibule-
washroom-toilet area.
Suntile Ceramics in con-
trasting colors help appear-
ance and maintenance.
Wall: 281 yellow. Floors:
240 Red, 271 Green. Hollow
Tree Ridge School, Darien,
Conn. Architects: Ketchum,
Gina and Sharp.

ceramic Suntile means longer life, less up-keep for schools

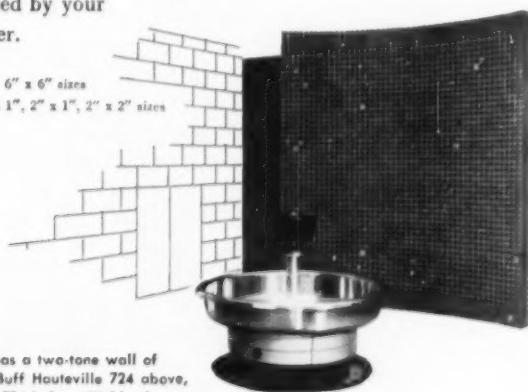
Pictured here are some of the many ways in which school architects are using beautiful ceramic Suntile as a triple-duty finish—colorful, economical, easily maintained.

For interiors, glazed Suntile® offers a permanent, impervious surface and a wide range of colors especially developed for school use by color authority Faber Birren.

Unglazed Suntile Satinized Ceramics, made in smaller sizes**, permit interesting effects of pattern and texture—in walls or floors, indoors or out.

Whatever type Suntile you use,
you can depend on proper installation—
it's guaranteed by your
Suntile dealer.

*4½" x 4½" and 6" x 6" sizes
**1½" x 1½", 1" x 1", 2" x 1", 2" x 2" sizes



Sunny corridor has a two-tone wall of
glazed Suntile—Buff Hauteville 724 above,
Grey Hauteville 734 below. Highland
Elementary School, Westfield, Mass.
Architect: James A. Britton.



Wainscot in Suntile Ceramics combines
#121 Larkspur Range, 231 Pearl Grey
and 25 Dresden Blue to produce a
lasting, gay pattern. Fox Point Elementary
School Corridor, Providence, R. I.
Architects: Cull and Robinson.

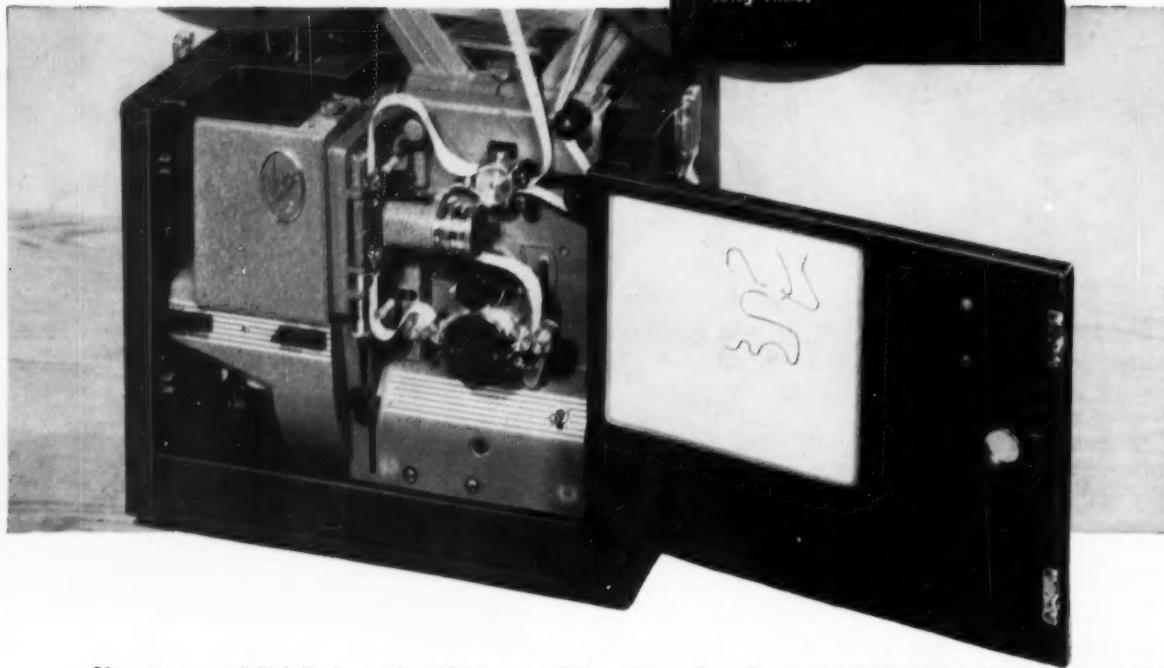
Curved Wall of 230 Black Suntile Ceramics
with accents of 243 Pink and 281 Yellow
serves both as a practical splash-back
and a center of decorative interest.
Meadow Lane School, Meadow Lane, N. Y.
Architects: Ketchum, Gina and Sharp.

• At your service—expert help on special
Designs

For new design ideas in tile, or assistance with layout problems, just call on our staff of trained ceramic artists, headed by Harry J. Macke—at no obligation to you, of course.



**How the
NEW VICTOR
16mm SOUND PROJECTOR
PAYS ITS WAY
through school . . .**

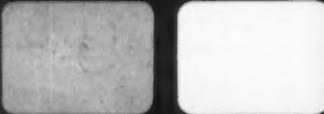


You get your full dollar's worth with the new Victor 16mm Sound Projector. It's so easy to operate, teachers use it every chance — and cut your cost per showing way down. 3-spot threading is quick — operation is simplest ever with fingertip control panel. (1) Start motor, (2) turn on lamp, (3) adjust sound volume.

The Victor's loaded with features that insure longer film and projector life. Exclusive Safety Film Trips detect previously damaged film . . . stop projector instantly so there's no further damage . . . also prevent possible damage from mistreading. Victor's Lubrimatic Oil System

for controlled automatic lubrication gives you trouble-free operation that reduces servicing . . . Air Conditioned Lamp House is 20% cooler for longer lamp life . . . Pawls are sapphire-tipped for indefinite durability . . . Air Conditioned Film Gate is 17% cooler, makes film last longer.

SEND FOR FREE FOLDER TODAY


38%
**MORE LIGHT
ON THE SCREEN**
(with MARK II shutter)
— gives sharper, clearer pictures



VICTOR

animatograph corporation

Dept. E-46, Davenport, Iowa, U.S.A.
New York — Chicago

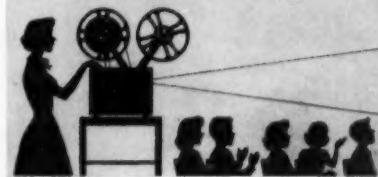
Quality Motion Picture Equipment Since 1910

**SAVES
BUDGETS**

Victor Safety Film Trips protect film from damage so you can buy new film instead of replacements. And, the Victor's engineered for rugged use, built to last a long, long time.

TEACHER CONFIDENCE

— inspired because teachers can operate the Victor easy as 1-2-3
... can't thread it wrong . . .
can't damage film!





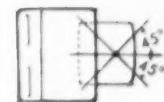
*buy the desk designed for **ALL** of the children*

ARLINGTON NO. 552 MOVE-ABOUT DESKS

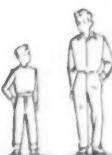
THE SOME-TIMES FORGOTTEN 14%*



Because the seat swivels 45° in either direction, both left and right handed children can adjust for proper elbow rest and body support. In grades kindergarten to 12, an average of 14.7% of all students are totally or partially left handed for writing and other manual activities. For both the left and right handed, remember Arlington.



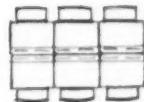
THE SHORT AND THE TALL AND THE IN-BETWEEN*



In every grade, body measurements of children vary amazingly. In grade seven for example, the average height is 62.9", but the range is 52.4" to 73.4" with a standard deviation of 3.51". Why make the short and the tall suffer and only approximate the in-between, when adjustable equipment like this Arlington desk provides *desk and seat height adjustment* for comfort and correct posture for all.



ENTRANCE FROM EITHER SIDE



Modern teaching often requires the grouping of desks for project work. Arlington swivel seat plus open-side design free of interfering side frame permit entrance or departure from either side of seat.

To meet the needs of every school child and school room, see Arlington equipment. For complete information write for Catalog 56.

ARLINGTON SEATING COMPANY • ARLINGTON HEIGHTS, ILLINOIS

a reliable source of school seating equipment for over 50 years—

Arlington

*based on data from 'The Functional Body Measurements of School Children' published by the National School Service Institute.



Robbins Floor Products, Inc., Tuscumbia, Ala., made the homogenous vinyl flooring for this homemaking room, as in all rooms of the Oceanside, N.Y., high school, requiring a total of 50,000 square feet of tile. Cleanability was a major consideration in its selection. This vinyl tile resists stains when foods and beverages are spilled, inks, most chemicals, and other dirt and soilage. The floor is easily and quickly mopped clean.

Easier to clean... less costly to clean

Noise absorption, underfoot comfort, a wide range of color and style possibilities, and superior wear resistance combine in this tough flooring made of BAKELITE Brand Vinyl Resins to give you the most in benefits. And, because of its long wear and easy cleaning, there is the added remarkable feature of *original cost amortized through savings in maintenance!*



*but that's only one
of the many advantages
of flooring made of*



BAKELITE COMPANY, A Division of Union Carbide and Carbon Corporation UCC 30 East 42nd Street, New York 17, N.Y.

The term BAKELITE and the Trefoil Symbol are registered trade-marks of UCC

*Do youngsters read better than they did 30 years ago?
Have teaching methods changed? Are children reading
more than before? What about remedial reading?
Some answers for the parents who want to know . . .*

How Johnny Is Taught to Read

by ARTHUR I. GATES

Professor of Education

Teachers College, Columbia University

DESPITE THE SPECTACULAR development of new communication media such as motion pictures, radio and television, reading has increased rather than decreased in importance both in school and in everyday life. It is still the most important avenue to learning in school.

Modern life has produced a need not only for more reading, but also for better reading—and for more rapid, versatile, varied and subtle techniques. Modern psychology, moreover, has indicated that reading offers previously unrecognized possibilities for developing the most precious intellectual skills—the techniques of thinking, discriminating, judging, reasoning, evaluating and reaching decisions.

During the last 30 years, educators have been endeavoring to introduce into the schools a program of instruction in reading designed to meet these new demands. It has proved to be a difficult task. Although it is by no means perfectly done today, there is evidence that progress is being made and that the prospects for further improvement are good. The program is based upon certain fundamental principles, a few of which are mentioned here:

1. The modern program requires that an abundance of reading materials, covering a wide range of difficulty and subject matter, be made available to every pupil.

2. It requires that teachers provide children with everyday experiences that employ reading—gathering data from books, magazines, newspapers, manuals, pamphlets, advertising and technical reports, along with movies, radio and television presentations, observing people and discussing matters of interest and debating issues with others.

3. It begs for lively activities of all these types

in a home, well provided with books, magazines and newspapers and opportunities for listening, reading and discussion in the family group.

4. It profits greatly from mutual understanding and cooperation of the teacher and parents and with public libraries, book stores, newsstands, radio stations and social organization.

5. It demands an understanding of the nature of the reading techniques of greatest value at every grade level and in every subject matter area, and the ability of the teacher to guide each pupil's learning.

6. It is based on the assumption that a complex of subtle skills essential for expert reading will rarely be developed by a child without expert and continuous guidance. Children left on their own learn by trial and error which rarely produces great skill in reading any more than it does in playing the violin, golf or contract bridge. A shrewd, skillful teacher is necessary.

One learns well only when the learning activities lead to satisfying results. The director of a nationally known dancing studio once told this writer that he could, in time, teach practically every one to dance fairly well except one type—the person who just didn't enjoy dancing. Anxiety, distrust of one's ability, fear of failure, tension aroused by pressure from teacher or parent or by undue criticism are insidious and destructive. To learn to read well, one must love to read. One must find that reading and learning to read are richly satisfying activities.

Teachers and parents should be suspicious of all panaceas, especially any simple scheme of formal drill or mechanical gadgets presented as devices which will "teach" a child to read in a short time. If a journalist wrote a book declaring that all teachers and schools of music are frauds and that any parent can make an expert pianist or violinist of his five-year-old child by giving him a few weeks of special drills, he would be

dismissed as a fool. It is, therefore, a bit surprising that many parents have apparently taken seriously a journalist's book which declares that all a teacher of reading need do is to "teach the child the sound of the letters and he can read." "Phonics is," he states, "something that a child can master completely, once and for all, with the assurance that he has covered everything there is"—and he can do so in a few weeks before his sixth birthday. By almost the same logic, one would say that all there is in learning to read French is learning how to pronounce the French alphabet.

Good teachers of reading, like good teachers of singing or acting or baseball, know that teaching is difficult because individuals differ so greatly, not only in general aptitude, but also in the techniques which best instruct them. The good teacher proceeds by patiently and persistently experimenting with and guiding each individual according to his own peculiar nature. There is, for example, no one way nor one level for all children



Youngsters 30 years ago, according to comparable tests...

to recognize individual English words. At any stage, different children do better with different patterns of attack. Reading is a subtle art, and the good teacher is an artist.

Critics have made many, and contradictory, charges against the teaching of reading today. Some say it is designed mainly to develop exceptional readers—prima donnas. Others charge the early "reading readiness" and later gradual development of reading with favoring the slow and neglecting the fast learners. Still others maintain that teachers concentrate on the average pupils and neglect both the fast and the slow. The truth is that the materials and procedures proposed are conceived especially to foster adjustment to the wide range of individual differences. That is the reason for the emphasis on teaching by insight rather than fixed formula, for diagnosing each case and using different techniques according to individual aptitudes, instead of insisting that all pupils learn the same things in the same way. That is why some teachers are so much superior to others in using the same equipment.

At this point something should be said about the remedial reading teacher, or reading specialist, and the reading clinic. These specialists and organizations range from splendid to very poor. The poorest are those who depend on routine work with gadgets and simple formulas, such as

the formal "phonics" or predominantly "kinesthetic" or "look and say" techniques. Some private practitioners and a few remedial teachers in schools are little more than mechanical technicians, like garage mechanics capable of doing a few operations. The best reading specialist, like the best automobile serviceman, is the one who understands the whole operation of the mechanism, and who has the insight to "see" the source of the trouble, and the skill to do what is needed to get the whole mechanism working well.

The proof of the pudding is in the eating. What are the facts about comparative results obtained from teaching reading by the older and newer methods? When the writer hears assertions that reading was once "taught better," he recalls the suggestion made more than 30 years ago by Edward L. Thorndike, the "father of educational psychology," that research on reading was badly needed for the reason that so many children were failing to learn, and as a result were repeating grades or dropping out of school in alarming numbers. A follow-up investigation showed this to be true. For example, W. F. Percival found that in 1925 about one first-grader in six was repeating the grade, and that 99.1 percent of these had "failed" in reading. In the second grade, one in five was a repeater, and of these 89.7 percent had failed in reading. Objective reading tests given in the



...did not read as well as children do today.

twenties, and repeated recently in city schools of fairly stable population status, show unmistakably that *truly comparable children* read better now than then. This is shown in test scores obtained by repeating in 1947 the same reading tests given first in 1921 in the schools of Lincoln, Nebraska (by D. A. Worcester and Anne Kline). The 1947 scores were higher in every grade tested despite the fact that the 1947 children, due to a decrease in the number of "repeaters," were six to eight months younger at a given grade position than were the 1921 pupils. To illustrate, the average reading score (not a subjective percentage, but the total number of "points" obtained in an objective reading test) of the fifth grade in 1947 was 93.1, which exceeds not only the 1921 fifth-grade score of 78.9, but the sixth (78.4), seventh (90.5), and eighth (90.4) grade scores of 1921 also. One out of four third-graders had a very low score (below 30) in 1921 as compared with one in 25 in 1947; in 1921 only 6 percent obtained a very high score (above 100) as com-

pared with 10.6 percent in 1947. In other similarly fair comparisons, the results with almost no exception favor today's children, despite the fact that, in a given grade, in the intermediate and upper elementary school, the children are usually a year younger and have thus spent a year less time in school.

The charge that today's children and youth do not read as much in general, or as much good material in particular, as they did a few decades ago is equally false. The third largest book club in America, with 650,000 members, is the Teen Age Book Club. Well over a million copies of *Landmark Books* for youngsters are sold each year. There are now 120,000 outlets for children's books as compared to 800 a few years ago, and more than a thousand new titles are published each year. Publishers are begging for authors to write more of the better books and magazine articles for our youth. A recent survey showed, moreover, that more than half of all public library books borrowed were taken out by children.

These facts are offered not to imply that all is

well or that reading is now taught perfectly, but rather to indicate that progress is being made. Much more improvement is, of course, possible and necessary. The public can help the profession make such improvement, not by being just critical, but by being interested, intelligently critical and helpful in the many ways open to them.

This article has not described the detailed methods and materials employed in teaching reading. The best way to understand your school's program in detail is to read the teacher's manual used in one grade and glance over the manuals for several grades. Local teachers can doubtless recommend some enlightening statements such as the delightfully clear and helpful article, "That Johnny May Read," in the February 4 *Saturday Review of Literature*, written by a teacher.

The conscientious parent is naturally alarmed when he is told that his youngster is not learning to read properly. But he should also investigate for himself the techniques and results of today's teaching methods, and not take for gospel that which is written for gain.

School Building Costs and Bond Prices

by HAROLD F. CLARK

Economic Analyst

Teachers College, Columbia University

THE INDEX OF SCHOOL building prices advanced during the month of February to 214.9 (1939 = 100). The index in January was 214.4.

The underlying factors that have caused building costs to rise are still at work. First and foremost, the volume of building remains very large. The volume of school building is at an all-time high. Labor cost continues its slow, steady rise. Almost every month sees it increase.

The price of building materials is somewhat more erratic. One month may show a decline in a particular item, while the next shows an advance. All types of metal building products are showing the effects of past rises in the price of steel, copper and aluminum. There is no end to the process as yet in sight.

The rise in interest rates was brought about last summer in part as an effort to slow up the amount of building. Undoubtedly, the amount of building is now smaller than it would have been if interest rates had not been advanced. But interest rates have not yet been advanced enough to stop the rise in prices. Whether they will be pushed that

far no one at the present time knows.

There is wide-spread opinion that interest rates will not be advanced much further, at least at this time. There is also general expectation that the volume of building will remain about where it is until some new factor enters the picture.

The interest rate on school bonds declined during February. In January, the average rate was 2.93 percent. In February, it was 2.85 percent.

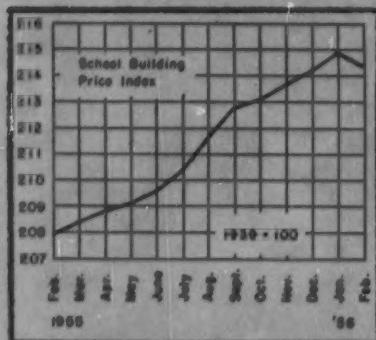
What will school buildings look like in the year 2031? Presumably, a few of them will look exactly the same as some present buildings because many of these are being built to last 75 years. Is this a wise thing? While there is no way to be certain about the answer, there are indications that it may not be a wise policy.

Take a good look any place in the United States and find a building built in 1881—75 years ago. Would you like to use that school today? There are a great many buildings still in use that were built before 1881, but are they adequate for the educational tasks of today? Are there any reasons to assume that the changes in the next 75 years will not be as great or greater than in the past 75 years?

One could start with the very location of the

school buildings. The factors leading to the steady outward pressure on our cities will probably increase in the decades ahead. Cities are moving outward with great rapidity now. This has been going on for decades. Everything points to the move speeding up enormously. As transportation improves, metropolitan centers will probably decentralize far more than at the present time.

Schools for the very young children should be built quite close to their homes. It may be that the present schools take small children too far from their homes. There will be drastic revisions in the street and highway plans in the decades immed-



The index of school building costs continued rising in February to 214.9 (1939=100) . . .

iately ahead. We still have not adjusted to the fact that the automobile is being used. The basic design of our cities makes it necessary for children to cross streets at grade level on the way to school. There is simply no reason to assume that this pattern will continue very far into the future.

This may mean placing small schools for very young children in the middle of very large blocks. Or it may mean some other equally drastic solution. Whatever it means, the present type of schools will turn out to be entirely inadequate. Planners of schools for older children, where transportation is likely to be involved in almost every case, will probably have to pay far more attention to super highways than they do at present.

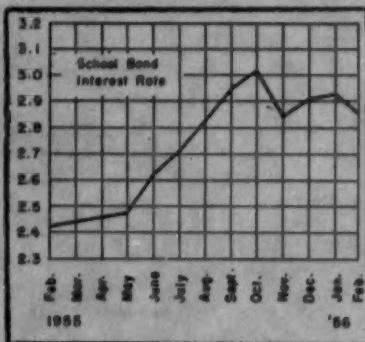
Seemingly, we are at the very beginning of one of the most drastic revolutions that has ever occurred in connection with our highway systems. There is no conceivable way in which schools could be placed today where they will be needed a few decades from now. This alone would raise extraordinarily serious questions of trying to build schools to be used in 2081.

When we look at the school building itself, we come up with pretty much the same answer.

There will be, undoubtedly, very rapid and drastic changes in the types of building materials. New materials that are better, much cheaper and more flexible than the present materials will be developed. This will come in part from improvements in the present types of materials and in part from wholly new materials. We are at the very beginning of our scientific study of the problems of temperature and humidity control. This new knowledge will itself make great changes in school buildings, as in other structures.

The greatest changes, however, are likely to occur in the processes and methods of education itself. The school may well become a center for a great many more outside activities than is customary at the present time. Much learning by young people could be accomplished far more effectively in places other than the present type of school building. This means that students will be away from what we now call school far more than they are at present, leading to extraordinarily drastic changes in the design and type of school building. This could put a strain on transportation facilities around the school that is com-

. . . while school bond interest rates went down to 2.85 percent.



pletely undreamed of at the present time. The only thing we can say for certain today is that there is nobody alive who has any reasonable chance to approximate the design for the type of school that is likely to be needed in the year 2081.

All these factors together raise an extraordinarily serious question as to whether it would not be far more reasonable to try to plan school buildings for the next 40 or 50 years, at most. Certainly the building should be paid for in probably not more than 30 years. Seemingly, this very wise community would at least ask the question: Will we be able to replace this building 40 years from now if it is inadequate from the educational standpoint? Any extra money put into a building to make it last 75 years may be unwisely spent.

Next Month: School Administration in Other Lands—Samuel Everett

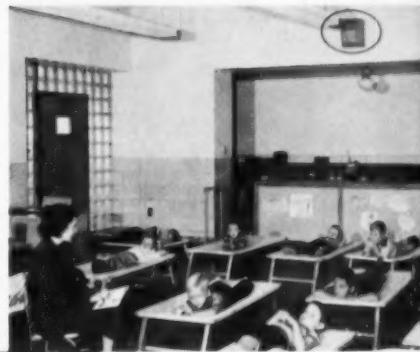
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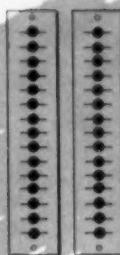
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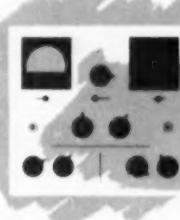
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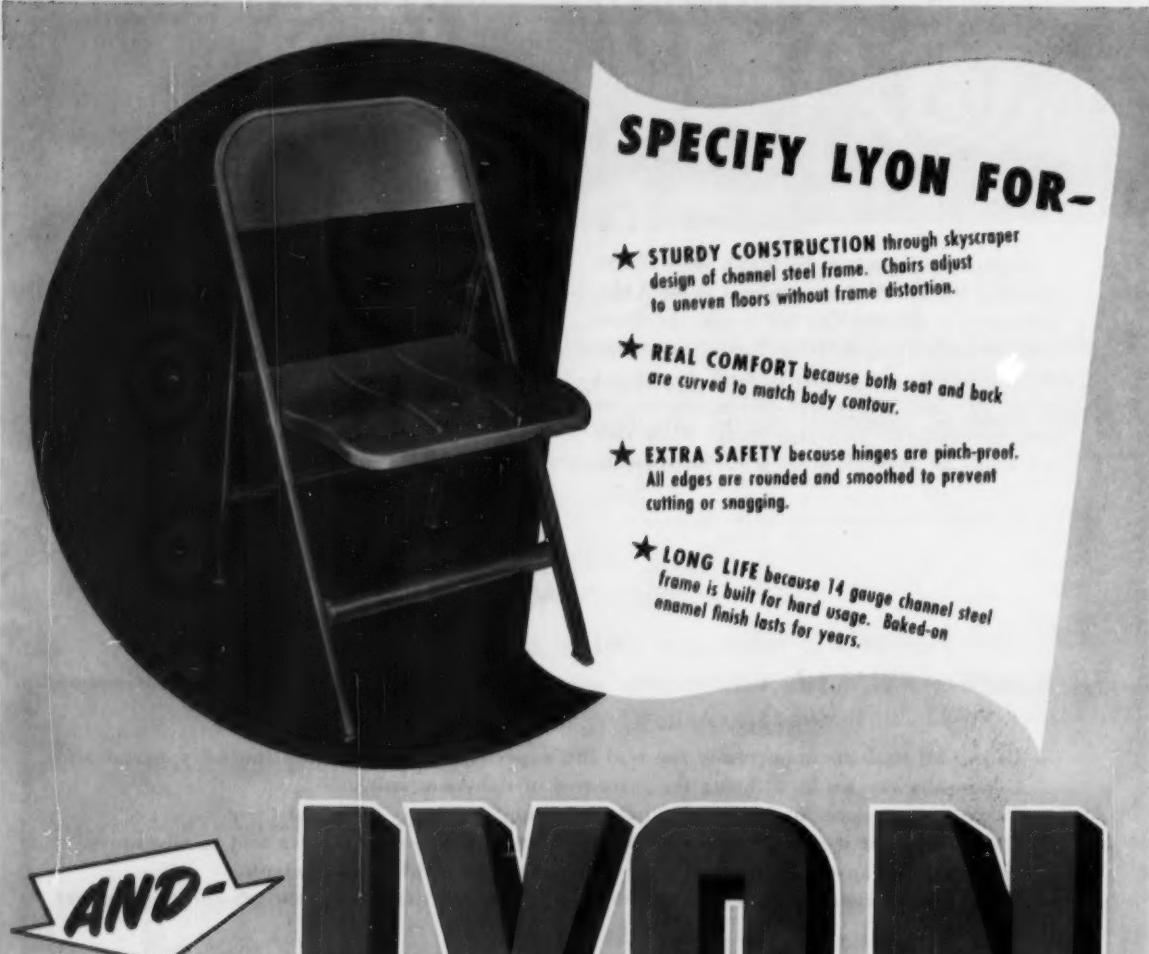
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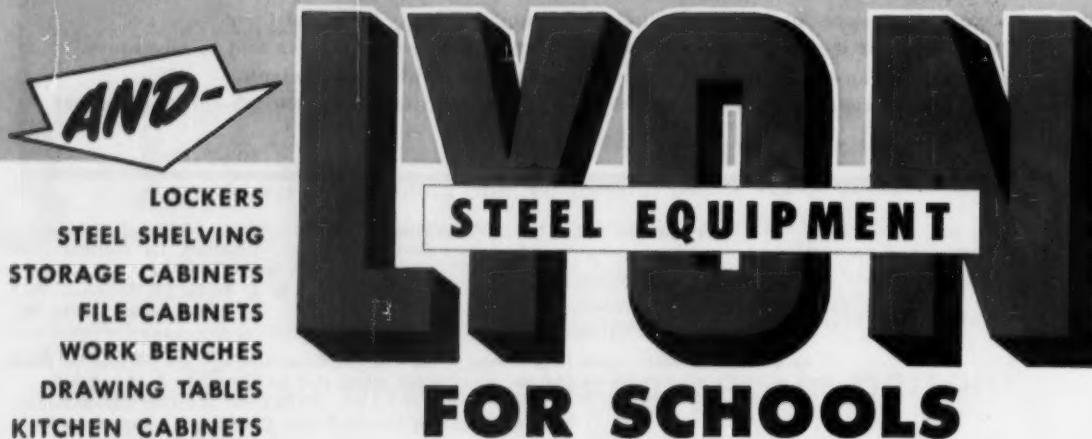
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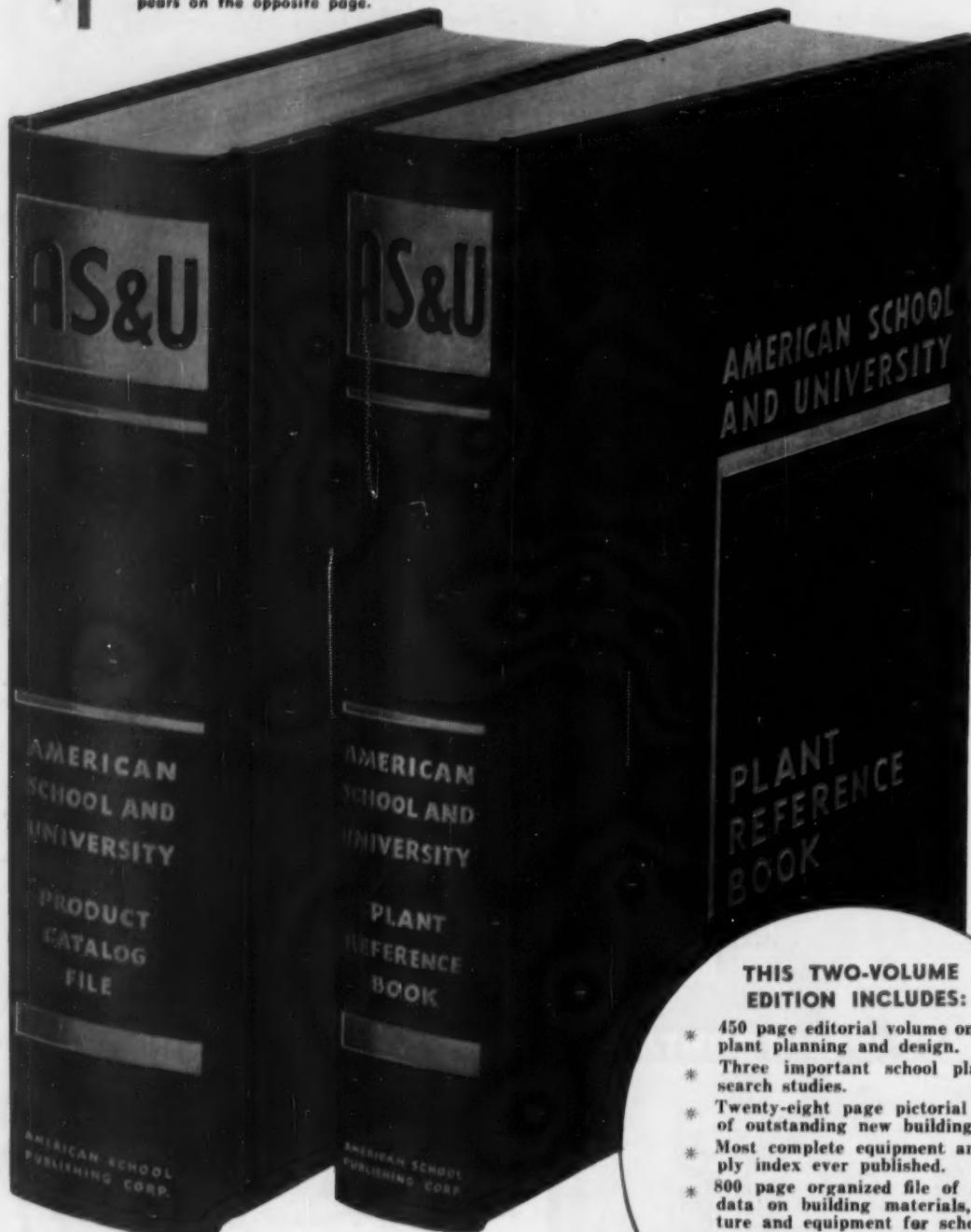
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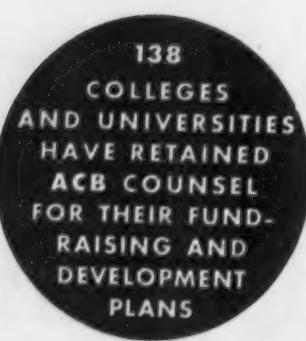
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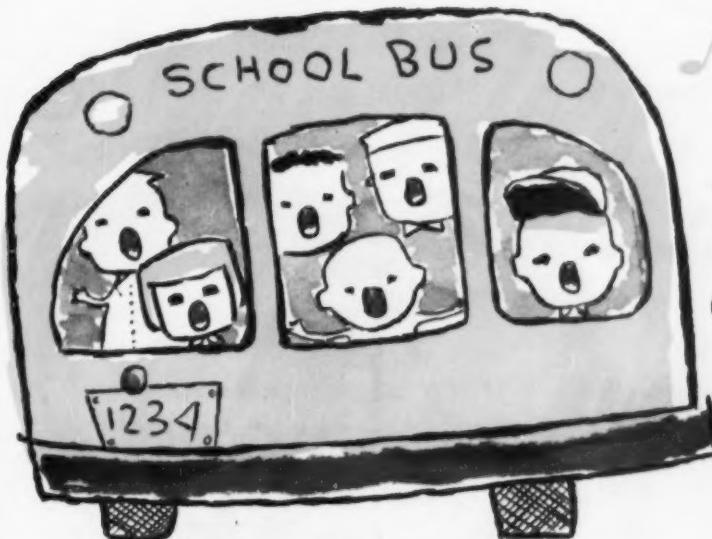
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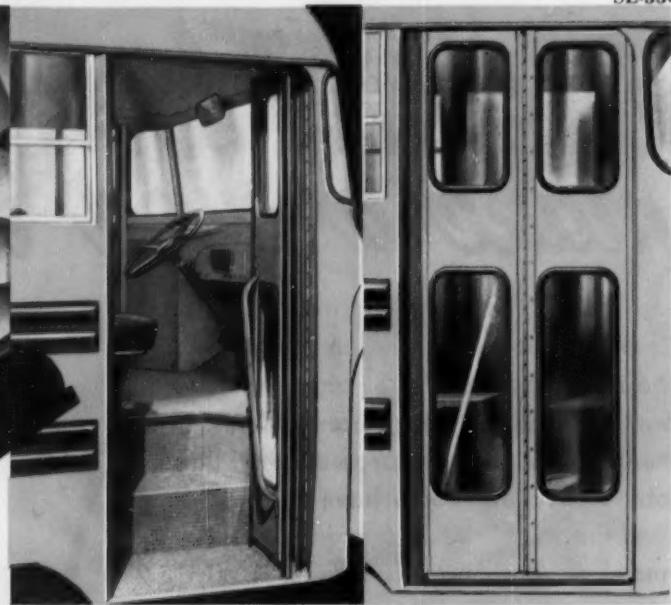
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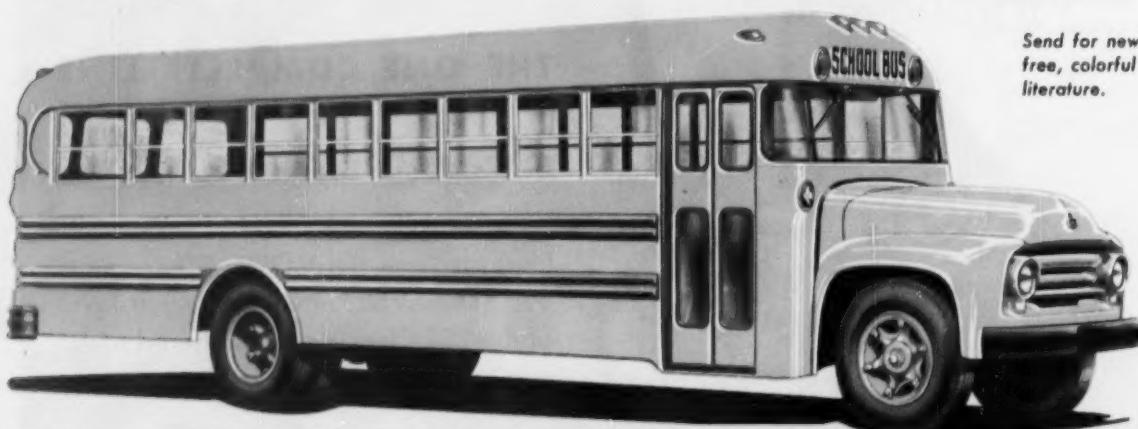
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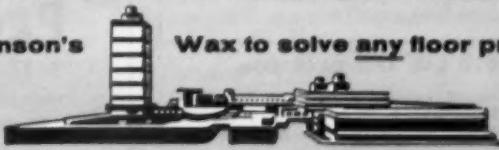
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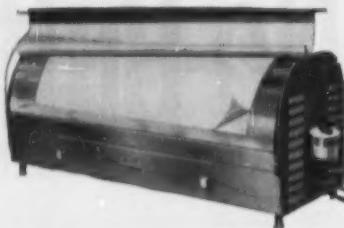
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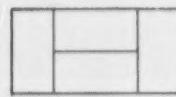
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Are teachers afraid to speak up?

*A classroom teacher tells why teachers
are afraid of administrators and
suggests a way to diminish this fear*

by LEE D. FRIDELL

"IT WOULD AMAZE YOU to see how fearful the average school teacher is that he may say something that will offend the superintendent or principal of the school." This statement was made by Leslie B. Hohman, professor of neuro-psychiatry at the College of Medicine at Duke University, in a panel of distinguished educators conducted by the *Ladies' Home Journal*.

A similar statement was made recently in an interview by former superintendent of San Francisco schools Herbert C. Clish. Referring to teacher-administration relations he stated: "Teachers are frightened to death. They are fear-ridden. Yes, it's our major problem and let's not try to cover it up."

Professional standing may be jeopardized by voicing opinions

Why are teachers afraid? Their professional advancement lies in the hands of their administrative superiors; consequently a teacher is fear-

ful of doing or saying anything that may displease a superior and thereby jeopardize his or her career.

Last year my wife taught in a small six-teacher elementary school where the principal's relationship both with the teachers and PTA officers was so intolerable that discontented parents held a meeting on their own to take action. Teachers and parents felt the superintendent was at fault to have allowed this conflict to become so serious.

On the other hand, placing all the blame upon the superintendent was unfair, for he claimed that reports from the assistant superintendent and the principal gave no indication of a serious problem. Perhaps the parents and teachers were partly at fault, since not a single person had talked to the superintendent about the situation until it flared up beyond the school grounds into the community.

Why hadn't the teachers discussed their problem with him? One teacher

Mr. Fridell teaches English and social studies in a Richmond, California, high school. About this article he writes, "I am convinced that most administrators are desirous to understand the teacher's viewpoint regarding teacher-administrator problems."

especially might have helped solve the problem. From her twelve years experience as a teacher and a former principal herself, she had gained insight into the problems of both groups alike. Furthermore, she was so admired by the community that parents gave a farewell dinner in her honor when she resigned at the end of the year to teach in another school system.

One would think that this teacher, held in such high esteem by the community, should have had no fear of jeopardizing her standing. Yet she said she did not want to complain to the superintendent because, as she expressed it, "I'm leaving soon and I want to leave with a good recommendation."

Community seriously affected by teacher-administrator conflicts

Her statement reflected the sentiment of the other teachers in the school. They all remained fearfully silent. Five of the six teachers resigned at the end of the year. Four of these accepted contracts in other districts, while the fifth requested a transfer to another school within the district. The loss of these experienced teachers was one the school district could not afford, for a shortage of certificated teachers existed in that part of the state.

This unfortunate conflict might have been corrected before it reached such ugly proportions had the teachers discussed the situation with the superintendent. However they were afraid. Consequently the school district lost four qualified teachers and engendered the ill-will of a community which had already defeated four school tax and bond issues over previous four-year period. Education can be seriously hurt when teachers are afraid.

Large and small school systems alike afflicted by teacher fear

Teachers are, in many instances, unduly afraid. This fact was illustrated by an incident which occurred in the large city system in which I teach. At one of the regular monthly meetings of the school board, the chairman of the teachers' salary com-



mittee (whom I shall call Mr. Adams) was to make a report. Before he had opportunity to do so, the superintendent announced that Mr. Adams was to be promoted to the position of dean of boys in one of the junior high schools. Although Mr. Adams had applied for the position, he was completely surprised by the announcement of his promotion. Since his report conflicted with the salary raise suggested by the superintendent, he remained silent.

Conscious of his position, he felt to speak now might jeopardize his new relationship with the superintendent. This he could ill afford to do in view of his promotion into the administrative ranks.

Teacher representatives often promoted to administrative ranks

Mr. Adams, however, had been promoted as dean of boys even though he had been chairman of the teachers' salary committee—a committee which is frequently in disagreement with superintendent and school board. His chairmanship of the salary committee had not obstructed his chance of promotion. On the contrary, this position had enabled him to demonstrate leadership ability which had probably contributed to his appointment. I have known others like Mr. Adams who, as spokesmen for their fellow teachers, often upon controversial issues, have been promoted to administrative positions.

Whether their fears are warranted or not, the fact remains: teachers are afraid. What can be done to mitigate their fear? Is there a way in which teachers may, without fear, voice their opinions on educational problems?

TAC repeatedly fails as means of eliminating friction

The teacher-administrator council has been a means of offering teachers opportunity to express their opinions. In such a council, teacher representatives sit down with administrators to discuss their problems. I do not believe this method is effective.

During the four years I have been

teaching in my present position, I have seen the TAC tried, only to fail, be revived and fail again. I was a representative from my school elected to serve on the committee responsible for devising the new constitutional framework in which the revived TAC would operate. In spite of administrative support, the revived TAC failed within a year.

Why did the TAC fail? Because, generally speaking, teachers are reluctant to discuss their problems in the presence of administrators. The teacher feels that in disagreeing with an administrator he may endanger his professional status. If, in the course of committee discussion, a teacher should succeed in defending his opinion successfully in opposition to one held by an administrator, he feels his standing is in even greater jeopardy, for he has bested his superior in the presence of other teachers, thereby causing this administrator to lose face. Consequently in the TAC, teachers are often fearful of expressing their real feeling upon a matter. Instead, they say what they feel will please the administrator.

Lack of problem definition in TAC renders solutions weak

A problem cannot be solved successfully unless it has first been accurately defined, and in the TAC teachers are afraid to say: "This is the problem as we see it." The solution which evolves from the TAC may, upon the surface, seem entirely satisfactory, for ostensibly the issue was discussed openly and fairly between teachers and administrators. In reality the solution may be unsatisfactory because teachers are afraid to define the problem and afraid to suggest what to them seemed a satisfactory course of action.

Is there a more effective method of solving teacher-administration problems? In our own school system the TAC died and was replaced by an active faculty organization in which teachers meet by themselves to discuss issues. Among their peers they feel free to speak their opinions freely and without restraint.

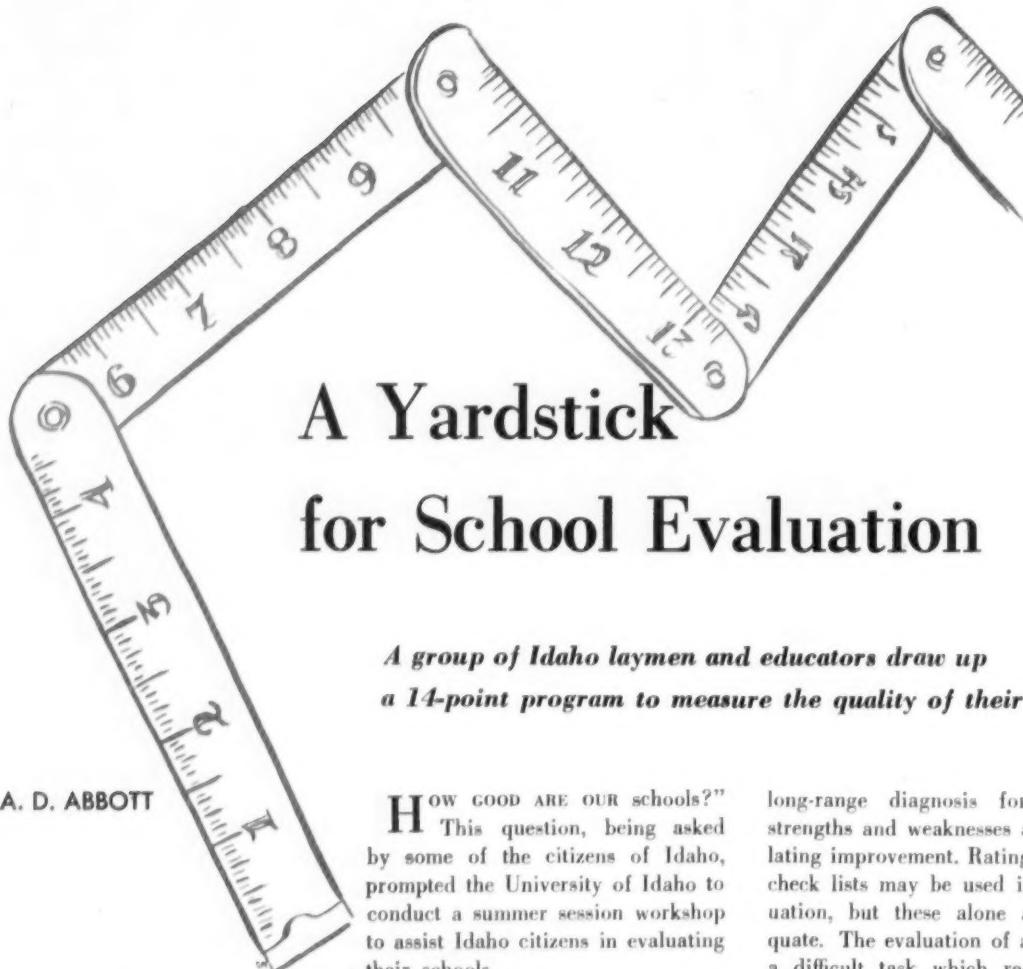
Often sharp differences of viewpoint occur. Some teachers may not be satisfied with the decision, yet even this minority feels it has been fairly treated, for everyone has been allowed to express his opinions frankly and the final vote represents the will of the majority. In such free discussions, teachers have an opportunity to define their problem and suggest a solution.

Spokesmen for teachers and administrators have joint parley

Representatives of the teachers' organization are then prepared to meet in joint committee with representatives of the administration and the school board to seek an ultimate solution which, as nearly as possible, will be satisfactory to everyone. In this joint council, disagreement is expected. In the course of arriving at the solution of a problem, the teacher-representatives may have to return again and again to their membership to interpret the viewpoint of the administration and the board and ask for a compromise vote upon an issue. It is not a quick method for resolving differences, but speed and efficiency are not numbered among the merits of the democratic method. However, ultimately it is the most effective way to resolve group problems.

Everyone concerned may not be completely satisfied with the solution (democracy does not promise such absolute satisfaction), but at least teachers feel they have been treated fairly. Without fear they have had opportunity to give frank expression to their opinions.

When teachers are given such freedom to speak their opinions, there is no ugly undercurrent of whispered resentment, such as I have experienced in another school system in which I taught. There is no pressure which may build up like steam in a boiler until it explodes into a distasteful situation often prompting irate parents to take matters into their own hands or often causing qualified teachers to resign, disgruntled but silent, because they are determined to "leave with a good recommendation."



by A. D. ABBOTT

A Yardstick for School Evaluation

*A group of Idaho laymen and educators draw up
a 14-point program to measure the quality of their schools*

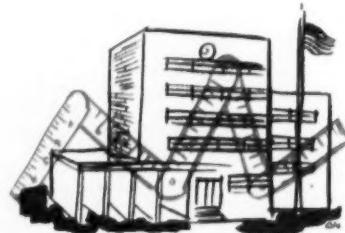
HOW GOOD ARE OUR schools?" This question, being asked by some of the citizens of Idaho, prompted the University of Idaho to conduct a summer session workshop to assist Idaho citizens in evaluating their schools.

The workshop group was comprised of the Idaho State Department of Education representatives, district superintendents, principals, teachers, graduate students and the Idaho Congress of Parents and Teachers. It was charged by the University's Department of Education with the responsibility of organizing a guide for school evaluation and providing the leadership for a two-day work conference on school evaluation immediately following the workshop sessions.

The workshop group, in pursuing the assignment, raised these questions: Do the people of Idaho want to evaluate or rate their schools? Who should initiate and conduct the evaluation? Should a school evaluation be comprehensive or partial?

The members of the workshop concluded that rating infers a hasty measurement for the purpose of comparison, while evaluation includes a

long-range diagnosis for locating strengths and weaknesses and stimulating improvement. Rating sheets or check lists may be used in an evaluation, but these alone are inadequate. The evaluation of a school is a difficult task which requires the cooperation of the board of education, school administration, school staff, PTA members and lay groups, and the necessary amount of time to do a thorough job.



It is dependent upon good educational leadership. The collection of basic data pertaining to the community and the school is essential to enable the appraisers to evaluate the school in terms of its philosophy and objectives. Those participating in the evaluation should approach

Dr. Abbott is superintendent of the Yuma, Arizona, Union High School District. He served as director of the school evaluation workshop he describes here.

the problem with an open mind and withhold judgment until the facts are gathered and conclusions drawn. The benefits from a school evaluation program are of two types: (1) the self-enlightenment of the persons participating, and (2) the improvement made in the school as a result of the findings.

School evaluation is frequently the outgrowth of friction and discontent in a school community. It is difficult when such a condition exists, to establish harmony among interested citizens. All persons, lay and professional should cooperate in initiating and conducting the evaluation.

Satisfactory results can be obtained only if each group accepts the purpose of the evaluation, cooperates in conducting the survey, and welcomes the findings of the study—regardless of what group initiates the evaluation.

All phases of school program considered in a complete evaluation

A comprehensive evaluation includes all phases of a school program while a partial evaluation is limited to specific phases such as buildings, staff or pupil activity programs. A partial evaluation is dangerous unless it is one of a series making up a sequence which constitutes a complete evaluation. Partial evaluation may place undue emphasis on some specific phase of the school program. The comprehensive evaluation has the advantage of bringing all phases into consideration at the same time and makes it possible to judge each one's contribution to the education of boys and girls.

The members of the evaluation workshop prepared fourteen minimum guiding principles for school evaluation and an outline of procedures; these were presented to the work conference on school evaluation. This conference was attended by approximately 200 persons—board members, school administrators, teachers, PTA groups and lay persons. After careful consideration of the materials presented, the conference group adopted these fourteen

guiding principles, listed in order of preference:

1. Every school evaluation program should be conducted in accordance with the highest ethical and professional standards.
2. It should be based upon a philosophy and objectives of education that recognize the present and future needs of each student and the needs of society as found in the community, with a parallel recognition of the state, the nation and the world.
3. School evaluation *must* be a continuous process and is worthwhile only if it improves the educational opportunities for boys and girls.
4. It should be recognized that the school is not the only educational agency; that the home, church, community and other agencies also have responsibilities. The school should be evaluated only in relation to the specific responsibilities regarded by the community as its obligation.
5. The school exists for all boys and girls in the community and for the ultimate improvement and advancement of society.
6. The people in a community differ in vocational pursuits, general interests, tendencies, prejudices, abilities, hopes and prospects regarding customs, habits, racial characteristics, and their own futures.
7. Groups within a community differ from those in other communities.
8. Every school community is interrelated with other school communities and is a part of a larger com-
- munity, particularly of the state and of the nation.
9. School evaluation should be a democratic process including participation by lay persons, school board members, staff members, administration, pupils and consultants.
10. A school evaluation project should be conducted scientifically to include collection of all relevant data (complete and accurate), evaluation of data, and conclusions drawn on the basis of facts obtained (fact-finding, not fault-finding).
11. The scope of the school evaluation should be within the limits of available personnel and financial resources.
12. The evaluation of the educational program should recognize and measure all outcomes of learning—knowledge, skills, habits, attitudes, appreciations and ideals.
13. School evaluation should be based on a thorough understanding of the physical, mental, emotional, spiritual and social development of boys and girls.
14. School evaluations are for the purpose of disclosing strengths and weaknesses. The implementation of findings resulting from such evaluations is the function of the local school board.

School evaluations are necessary if only to clear up the accumulated cobwebs of friction and discontent. Usually they serve a more important purpose, namely, improvement of the social and scholastic climate of the schools at all levels—a goal toward which all educators and laymen are, or should be, striving.



Special Classes Spur Our Gifted



by D. RICHARD BOWLES

LAST YEAR the Brentwood Elementary School in Austin, Texas, demonstrated that a single school, with its own initiative and resources, can offer enrichment opportunities to gifted learners. In the opinion of those who worked with the program, even a modest beginning challenged the interests and abilities of a number of children.

Located in fairly new community, 4 year-old Brentwood is a six-grade elementary school of about 900 pupils in a homogeneous, average-income neighborhood.

Some enrichment was already provided for all pupils in the upper grades through the regular school program. The staff includes three full-time special teachers for music, physical education and library work and a part-time teacher for art. In addition, each school throughout the city conducts instrumental music classes for sixth-grade pupils. A week of school camping is also a part of the sixth-grade program.

Despite these efforts to meet the varied needs of all learners, the principals and teachers in the upper grades at Brentwood believed that even more challenging opportunities should be provided for the most gifted learners. Accordingly, the schedule of one of the fifth-grade teachers, (Mrs. Sophie Tyler, whose

notes provided much of the material for this article) was arranged so that she would have one 40-minute period each day to work with gifted children in the fifth and sixth grades.

The first weeks of the fall term were used by the sixth-grade classes in connection with their week of educational camping and in tests and try-outs for the instrumental music classes. These music classes and the new program for gifted children were scheduled for the same period; however, it was not intended that the new program should compete with the time and interest of those gifted children who might be especially talented in music, so the system-wide classes were organized first.

This delay in getting organized provided an opportunity for the teacher to study recent literature on the education of gifted children, including the Austin Public Schools' curriculum bulletin, *Curriculum Enrichment for Gifted Elementary School Children in Regular Classes*, prepared in 1954 by the faculty of Casis Elementary School, Austin.

Classes encourage pupil interests

The eight home room teachers in grades five and six were asked to suggest pupils they believed would profit by a special class one period each week. In general, it was agreed that children having IQ's of above 120 should be recommended, but some other pupils who had demonstrated special interests were also included. The special teacher made an intensive study of the individual per-

sonnel records of each student before meeting them as a group.

Resulting from preliminary discussions of interests with the pupils, three groups were set up: literature, mathematics and geography. From eleven to fifteen pupils were in each group, which met one day each week.

It was first thought to organize the groups as "clubs," but this was ruled out in favor of simply calling them classes. In this way the challenge of extra work would be more logical and the activities would not be looked on as solely recreational.

As these classes had never been held before, continuous teacher-pupil planning was employed to discover interests and resources. In one class, discussion of types of literature revealed much interest in drama. Early Greek and Roman theaters, and other phases of theater history were read about and discussed. Several weeks were devoted to Shakespeare: Charles and Mary Lamb's *Tales from Shakespeare* were read; filmstrips on Hamlet and the Globe Theater were viewed; and recordings of Shakespearean sonnets were heard. The group faced playwriting problems when it cast *Little Women* into play form.

In the spring, the group made a tour of the University of Texas Drama Department, with Loren Winship, department chairman, as guide. They saw costumes and scenery being made for the Department's production of *Hamlet*, heard explanations of stage lighting, visited dressing and wardrobe rooms, and inspected a revolving set being used by the Drama

Mr. Bowles is principal of the Brentwood Elementary School in Austin, Texas.



At work with the gifted children in geography (opposite page), mathematics and science and literature.

and Music Departments' current production of two comic operas.

Pursuit of poetry interests covered several weeks. Poems were read, both individually and chorally, and were memorized. Recordings of poems by Shelley, Keats, Longfellow, Teasdale, Stevenson, Wylie and others, were heard. A natural outcome was the writing of original poems, reading them to the class for criticism and correction, and duplicating them in album form. The ballad as a form of folk poetry was studied, and recordings by Burl Ives were heard.

A request by a first-grade class for original stories about farm life provided an opportunity to write for a practical purpose and within the limitations of appeal for a specific age level.

A study of Mark Twain brought out the author's interpretation of the life of his time and locality, his wonderful humor, and the moral lessons found in many of his books.

The mathematics class enjoyed a similar variety of activities. History of the number system, arithmetic puzzles, measurement of various geometrical forms, discovery of formulas, mental estimation and calculation, mathematical short-cuts, square root and solution of simple algebraic equations were some of the topics attacked at a higher level than normally encountered in their regular arithmetic classes. The class had a chance to apply some of their learning practically when the physical education teacher expressed a need for the gymnasium floor to be marked with colored plastic tape.

Using their knowledge of formulas for the perimeter of a rectangle and circumference of a circle, they figured the amount of tape needed for the project.

The geography class probably inspired by television and radio quiz shows, indicated an interest in more "place geography" than they were getting. This interest was channeled into getting an understanding of how different kinds of maps are made and how to use them. Globes and flat projections, parallels and meridians, time zones, physical and political maps, legends and keys, were some of the topics studied in detail.

Toward the end of the year the pupils put their new knowledge into practice when each made a large-scale map of the United States. Working from a small map in their geography textbook, they first marked in the parallel and meridian lines and then located each state according to its latitude and longitude. Physical features of the area were colored—according to the standard legend. When the maps were mounted on heavy cardboard sheets with wood-strip frames, and sprayed with plastic enamel, the children proudly took them home to hang in their rooms.

Pupils enthusiastic about program

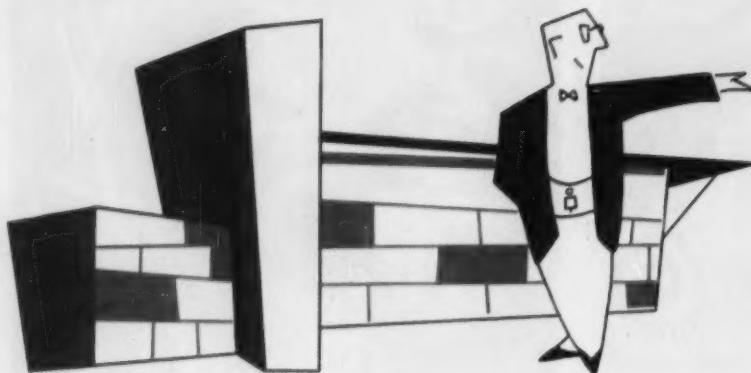
Were the special classes worthwhile? Perhaps the question was partially answered in the evaluation each pupil was asked to write at the end of the year. Almost all pupils asked that the classes be repeated the next year. Many of them spontaneously suggested that each class meet more

frequently than once a week. Many of the fifth-graders expressed the hope that they could be in a similar class again; some of the sixth-graders felt that pupils were "lucky" to get to be in such classes. Several suggested that a special class be offered in a foreign language and science—the suggestion was acted upon and the program has been expanded to include Spanish.

The teachers and principal who observed the classes were unanimous in believing that it had been a profitable experience. The chance for wide-range use of subject matter, unrestricted by pupils of low ability or by grade allocation, offered a challenge to both the teacher and the pupils.

No social problems arose over the selection of pupils for the program. They were presented and apparently accepted on much the same basis as the music classes—as an opportunity for extra work by pupils who seemed capable of taking it. Another factor may have been that each group was small enough so that pupils of somewhat less than superior ability were allowed to enter. In this way, no one was ever "excluded."

The Brentwood staff feels that it has found a way for an individual school to make some provisions, although admittedly inadequate, for gifted learners, which may have to suffice until system-wide programs can be developed. Meanwhile, gifted children, moving through the intermediate grades from year to year will profit, however modestly, by the enrichment opportunities the local school can offer in such programs.



Bridging the

by JACK GASKIE

EDUCATORS FREQUENTLY complain that their local newspapers give space to schools only when the bursar absconds with the funds or when the teachers strike for higher pay. Newsmen as frequently lament that school officials just do not understand the man-bites-dog principle.

It was in an effort to bridge this gap between the schools and the press that the Educational Reporting Conference was held last summer at Harvard, under sponsorship of the Fund for the Advancement of Education. The Conference was successful in that it clarified the concept of news and the role of the newspaper—the central issue which in many cases has not been understood.

There is general agreement that some things are news—actions of the school board, the program of the schools, their financial and curricular health, their athletics, their activities and their partnership in the community. The presence of the papers at the Conference was indication that they are trying to tell that story, and the presence of the school people was indication that they want to help tell that story. Just how successfully the story is told is another

matter—and of importance to all.

To school people, this warning should be addressed: It does not matter a whit that a story appears in a paper; what does matter is whether that story is read.

From this they should draw a lesson: They should leave to the professionals the task of drawing readership. In many cases, this will mean their material will not be treated with the dignity and solemnity they think proper. It might mean that the superintendent is referred to as plain Schultz instead of Dr. Schultz. It might mean someone's feelings will be hurt because the newspaper chose to omit the names of the curriculum committee members so it could better tell the story of the curriculum.

Let the educators inure themselves; let them realize there is a vast difference between responsible journalism's lack of stilted formality and sheer buffoonery. And let them console themselves that the paper's objective is to tell their story and that the professionals—formally trained and skilled—have the job well in hand.

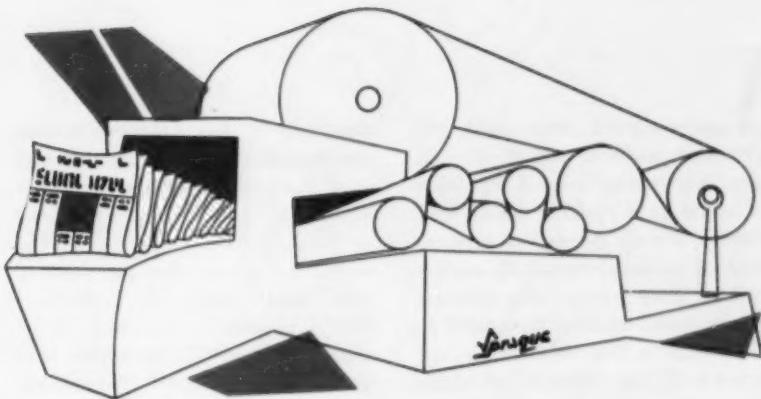
To the newsmen, this warning is appropriate: They are dealing with a complex subject that touches intimately the vast majority in their community. Haphazard and unthinking work on their part can be a serious offense; a hasty judgment can do irreparable damage to one of

Mr. Gaskie is a reporter for *The Rocky Mountain News*, a Denver newspaper. He attended the Educational Reporting Conference mentioned here.



America's great strengths — its schools.

And both groups should bear this in mind: They are friends, and it should not be necessary for friends to dog-eye each other. Newsmen, for instance, should grant that a site the school board is holding under consideration does not belong in the news columns. While for their part, school people should concede that the flight of a principal with either the school's funds or the superintendent's wife does belong in the



Between Schools and the Press

P

paper. To argue on the one hand that all news of a public body belongs to the public, or on the other, that such news does not promote the welfare of the schools, is deliberately shutting one's eyes to reality.

It is in the handling of spot news that educators and newspapermen clash most sharply—the disaster, the scandal, the delinquency. The educator is tempted to brand all such stories "sensationalizing," a fighting word to a self-respecting newspaperman who insists that the sensation

is immanent in fact and not created by words.

Educators should know that theirs are not the only voices of protest. Every profession, every group, every individual feels that the papers should publish its virtues and not its failings. The educator should also know that the disaster and failure stories will be printed when the paper feels they ought, regardless of protest.

The more thoughtful papers do try to keep in mind that school news can affect children. They will not willingly hurt the children; indeed, they will often compromise with their news judgment out of regard for the interests of children. But they cannot accept the thesis that ignorance is constructive. This is in essence the argument of those who claim that such spot news stories should not be in papers—a peculiar position, surely, for an educator to hold.

Just what is the role of the newspaper? All papers will agree that their function is to inform. Most will add that their function is also to lead. Many will insist that to them also falls the task of entertaining.

This, however, is the most highly controversial question: Is it also the function of the newspaper to educate? Very many papers will say that it is not. They will admit that education is often a result of their efforts, but will deny that it is a pur-

pose. They do not equate themselves with educators, any more than they equate themselves with politicians.

This, perhaps, will suggest to educators why papers are not more amenable to the argument that such-and-so will advance the cause of education. It should also suggest to them that no paper can resist the distribution of information.

The moral is clear: The educator seeking good relations with the paper, and through it better relations with the public, had best address himself to information rather than to propaganda.

And the common objective of both educators and newspapermen in this area is easily stated: It is to inform the American citizen about his schools; thus informing him, to interest him more deeply; and by interesting him, to draw him into the tremendous task of improving his schools.

How good relations come to be

A recently published report on school-press relations in New England, which were found to be good, concluded, "In the last analysis, the school-press relationship is a human relationship. If there is effective communication, tolerance, trust, respect, fair play and understanding, the probability is fairly high that it will be harmonious and effective." Here, indeed, is the span with which to bridge the gap.

NEVER BEFORE NOW HAVE WE witnessed such a period of concern and alarm over the problem of child and youth delinquency. Hardly a week passes but what we read of robbery, auto-theft, torture, murder, arson or vandalism committed by boys—often accompanied by girls—still in their adolescence.

Judge Elijah Adlow, chief justice of the Municipal Court of Boston, writing on "Teen-Age Criminals" in the July *Atlantic* points up the problem in striking fashion. He says:

"What makes the revolt of modern youth serious is that it bears little resemblance to what was once viewed as juvenile delinquency. There was a time when the difference between a bad boy and a playful boy was merely one of degree. Today the crimes of violence in which the young indulge can never be mistaken for boyish pranks. The many cases of malicious destruction of property that have entailed great public loss are no longer youthful exuberance but rather calculated mischief. The many assaults with dangerous weapons, some of which have had fatal consequence, are the acts of irresponsible desperadoes which differ little from the attacks on society by adult outlaws."

The chief justice then documents his argument with cases which have come before him or courts similar to his. He ascribes the reasons for modern delinquency to the deterioration of the influence of the home in the rearing of children, with a generous assist from modern society whose moral tone, he suggests, has likewise deteriorated. He points out that "a majority of men in the prisons of America today commenced their criminal careers between the ages of 8 and 13." He questions "whether the generation which has disquieted our era can be set right." It is a sobering article, but a refreshing one in that he attaches no blame to the schools for our malaise.

Not so the National Commission for the Defense of Democracy which

reported to the Chicago summer meeting of the NEA that it considered the problem of classroom discipline to be the teacher's number-1 problem. The brief Associated Press dispatch indicated that the Commission, after making a preliminary study, proposes to conduct an intensive survey "to determine what can be done about it." The Committee will find much to ponder.

Consider, for example, these items

tion. Said he: "I consider an open city an economic necessity," but it should be run "on a democratic basis."

• From *Saturday Review*. Lucy Freeman's book *Before I Kill More* is reviewed. It describes a series of crimes committed by a "handsome, popular 17-year-old University of Chicago student," involving three frightful murders of women and ten bizarre robberies. On the wall at the

Is Discipline the Answer to Delinquency?

which appeared in magazines within a 6-week period last year:

• From *Time*. "In Buffalo a band of hoodlums broke into School 69 last week, emptied fire extinguishers over the auditorium seats, smashed a snare drum through a bass drum, broke two large ceramic vases, slashed a movie screen to ribbons, desecrated a new American flag, broke both skylights in the gym, and in general indulged in a wholesale orgy of ink splashing, paint splattering, light-bulb smashing. Estimated damage: \$1,000. What worried Buffalo school authorities most: P. S. 69 is the twelfth school to be attacked since last February."

• From *Newsweek*. The new mayor of Galveston, Texas, had just taken office. He was elected by a substantial majority on a simple "reform" platform: wide-open but "regulated" gambling and prostitu-

scene of his last murder he wrote in lipstick: "For heaven's sake catch me before I kill more. I cannot control myself."

• From *Time*. A physical education teacher in a New York junior high school was stabbed without provocation by a 15-year-old hoodlum with a long history of delinquency. When the teacher was asked why he had not defended himself he answered, "We have orders not to strike them."

• From *Time*. A 15-year-old six-foot football player when walking to a movie with a friend in the Bronx was attacked by a gang of teen-age hoodlums and shot through the heart by a 17-year-old boy, a total stranger, who said he had bought the pistol because, as an amateur boxer, he was afraid of damaging his fists in street fights.

There is horrible irony in all

these items. The father of the Bronx boy was active in a community council to curb delinquency. He gave up and moved away, taking the body of his dead son to be buried in the "clean dirt" of Pennsylvania's Pocono Mountains.

The murderer in this case owned a pistol in a state where it is against the law to possess firearms without a permit. The state of Texas by statute prohibits gambling

ultimately find a way to deal with such unfortunates that is decent and yet which protects society.

Superintendents to direct action for future health of schools

In all of this the school superintendent has a most important part to play, and the schools which he administers are the instruments through which mainly he exercises his influence. What shall be the direction of this influence? Consider these principles:

1. More emphasis on counseling and guidance by skilled and understanding human beings who are trained in psychology and undergirded by a staff of psychiatrists of indisputable standing and ability.

2. More in-service training of teachers concerning techniques of study and analysis of children to the end that potential delinquents may early be counseled.

3. More adequate and continuing records of the social, parental and economic backgrounds of all children.

4. Smaller classes so that individual instruction becomes more truly possible.

5. More realistic and demanding curriculums, preferably but not necessarily vocational, for those to whom existing courses are unsuited and futile.

6. The establishment of standards of performance that stretch each child to the limit of his ability, in whatever he may be studying or doing, to the end that the idea of "getting by" may be reduced to the vanishing point.

7. The development and the implementation of a philosophy and practice of discipline which permits coming to grips with the reality of today's situation and licking it hands down. A rule of a school system which does not permit a teacher to try to stop a boy with a knife or a pistol in his hand from hurting someone, even if it means knocking him cold, is utterly ridiculous.

(I have served for many years on the educational advisory committee of the minimum security prison at Chino. The teachers at this institution—it is in fact a remarkable educational institution—carry no guns or clubs, nor do they walk in pairs or depend on other means of protection. All are trained in methods of subduing an overambitious rambunctious inmate, even if armed, when the occasion demands. They rarely need to exercise their skill, but when they do, it works, with temporary but complete incapacity on the part of the youth who foolishly tangles with one of them.)

Achieving self-discipline relatively an uphill battle for all

The end of all discipline is, of course, self-discipline—the inculcation of thoughts and habits which ultimately result almost automatically in the correct and proper response to any but the most complex situations. The achievement of any measure of self-discipline on the part of a child is no mean accomplishment. It takes time and patience, and understanding and firmness, and courage on the part of the parent and the teacher.

For some children, given favorable circumstances from birth including the inheritance of a healthy body and a sound mind, the achievement is relatively not difficult. For others against whom all the cards (except, though sometimes including, the school) seem to be stacked, it is amazing that not more become delinquents.

Problem of discipline and delinquency most urgent

It is our responsibility as school executives to bring every ability we possess to the solution of this problem. It is not simple or easy, nor will we be universally acclaimed if we tackle it realistically and fearlessly. But tackle it we must. I see no other task looming larger in the years to come.

by EDWIN A. LEE

Dr. Lee is dean of the School of Education at the University of California, Los Angeles.

and prostitution, but most Texans, in the words of *Newsweek*, "took the Mayor's brand of reform calmly. . ." And it has been said by officials high in authority that it is cheaper to pay the cost of school vandalism than to devise effective measures to eradicate it and apprehend the vandals.

Here it seems to me we had better take a long and penetrating look ahead and see where we are likely to arrive if we continue to drift as we seem to be doing. These juvenile delinquents are, or have been, in our schools. Some of them can be easily spotted by the average teacher. A goodly number of the more complicated cases can be discovered by psychologists and psychiatrists. There are known and effective methods of treating those susceptible to treatment; and increasingly we are learning how to discover the congenital delinquent. Perhaps we may



The Layman and His Contribution to Our Schools

by CORNELIA WARRINER

ACROSS THE NATION, citizens who are concerned about the state of public education today are responsible for coining the new label, "layman" or "lay citizen."

To an educator these terms refer to any individual not professionally employed in education. This includes non-paid school board members who are intimately involved with educational problems as well as members of all educational advisory groups and organizations, such as the American Association of University

Women and the Parent-Teachers' Association, who devote much time and effort to immediate school problems.

The definition applies equally to everyone *not* participating in these activities, that is, to citizens who may or may not feel concerned about the problems but who, in either case, lack even a smattering of background information.

Educators hold that education should be the concern of all citizens, a theory heartily endorsed by those interested citizens, but recognized by them to be theory only. Unfortunately when educators speak to the "public" they are in reality addressing a handful of "lay citizens" whose interest and activity have led them to understand, at least partially, what the educators are saying. What the educators may not realize is that

for every interested citizen there are thousands of people who have not been reached and whose understanding of school problems registers zero.

In view of the gulf which exists between the schools established to educate the nation's children and the society for which they are being prepared, the importance of the lay citizens role cannot be underestimated. If we stop to think, many factors have contributed to this situation and the need for the lay citizens to fulfill the need for an interpreter between the two groups is most pressing at this time. A retrospective glance at the far-reaching changes the past 50 years have witnessed shows why the services (gradually increasing in responsibility) of laymen are vital for America's future.

Fifty short years ago, elementary

Mrs. Warriner, a free-lance writer and researcher, has long been active in school affairs in the Clarkstown Central District, Rockland County, New York.

***The problems of education should not be restricted to educators,
writes a laywoman; civic-minded citizens everywhere are awaking
to the importance of their role and are responding to the call of duty***

school attendance was not compulsory. All education beyond the eighth grade was regarded as a special privilege of the well-to-do—only 7 percent of the high-school-age students were able to attend. In fact, the average family depended heavily on the home labor of its children, or on their contribution to the family income.

Home and community "schooling"

The schools by no means provided all the "education" however. In rural homes children learned many skills in performing daily chores, often from the age of three on. An established apprenticeship system in the community trained young men and women in clerical work, printing and lithography, merchandising, bookkeeping, salesmanship and the metal trades.

On both parents and employers fell the responsibility of training children in citizenship, character, manners, the arts, and also handling of emotional problems. Some of the methods used by parents and employers were detrimental to children but others were valuable and produced satisfactory results. The methods used in the public schools were not much more enlightened since the primary function of the school was the constant drill of the 3r's from the book.

Today, attendance at school is compulsory for all children through the age of sixteen. Elementary school curriculums have been expanded to include general science, social studies, arts, crafts, physical training, hygiene and music. Many schools also provide medical and dental check-ups, emphasis on character building, citizenship training and psychiatric help for the emotionally handicapped.

The contemporary high school includes vocational courses in most of the fields covered 50 years ago by

home and community training, in addition to academic courses. All subject matter in both elementary and secondary public schools has been re-oriented as a result of a new view of the fields of knowledge and of the interrelation of those fields, and statistical records based on new psychological testing designed to measure what and how much the individual child is learning.

There have also been revolutionary changes in methods of grading, reporting progress to parents, methods of discipline and policies of promotion. Many of these changes did not become generally effective until the thirties, and some states today have still not introduced them into their schools.

Thus many of today's adult citizens themselves went to schools bigger than those of 1905, but academically not too different. It is their children who are experiencing the most radical changes in educational theory.

Youth now sheltered from reality

In short, in 1905, while the average citizen may never once have thought consciously of himself as an "educator," he nevertheless participated daily in the process of educating the nation's children. If his aims or objectives differed from the aims and objectives of education as taught in the public schools, this was a conflict or a discrepancy which varied with each individual child and which each child resolved as early in life as best he could.

Today, all children between six through sixteen receive the education stipulated by state law and interpreted by the local school administration. For the most part, our teachers and administrators have been doing a fine job. Nevertheless, a state of affairs, however innocently and accidentally arrived at, which tends to cloister children from the undercur-

rents, the aspirations and the fears of a whole society, is a source of great potential danger.

As he approaches sixteen years of age the child stands at the periphery of the critical age—the age at which he begins to discover discrepancies between his training and the work for which this training is supposed to have prepared him. Or if after leaving school such discrepancies come to him as a major shock, there is a distinct possibility that his school is graduating him into either juvenile delinquency or a mental hospital. This hazard did not exist for the child of 1905 who was obliged at an early age to integrate for himself whatever discrepancies he found between the values of life at school and life in the community.

Parental goals affect school

Realizing these changes, more and more citizens must become "lay citizens" and do their share in insuring a strong, fit America of the future.

Many of today's parents are judging the schools in terms of the 1905 pattern of living. They do not understand that educators need to find out parental goals and aspirations to carry out the new educational theories effectively. They do understand the problems of classroom and teacher shortage, and most of them are willing, if not eager, to invest more money in public education; but:

1. They wonder why many children do not seem to learn to read or write or figure very well (and they then blame the schools for too much fol-de-rol).

2. They question whether education costs are too high for the doubtful value of much that is offered.

3. They fail to understand why, if they have enough money to send a child to college, he shouldn't go, and furthermore, why he can't go to the college of his choice. (This shows

that they do not understand the new methods of testing a child's potential or college methods of selecting enrollees.)

4. They are appalled at youth's lack of manners, sense of responsibility, drive or a goal in life.

5. It seems impossible to them that a child who does go to college either can't take it, or lacks a depth and breadth in his training when he finally does complete it.

Today's faculty members, on the other hand, feel they have a right to complain about their situation — teacher shortages, overcrowded classes, and the added responsibility of serving as part-time parents. The public, they assert, is ornery and ungrateful in its lack of recognition of the gigantic task they perform. Why, of all the professions, should teaching be the most poorly paid, without even the grace of status formerly held by teachers when it was automatic for the leading families in a community to entertain them regularly.

Parents need educating too

Although they tend to be impatient with parents' lack of understanding they are unwilling to take the time to explain the situation to them possibly because any real explanation might involve a thorough re-education of the parent. With some justice, teachers blame parents for problem children, but this generalization can lead to the unwise professional attitude that the less parents have to do with children, the better.

Finally there is professional jealousy. Teaching, as are other professions, is victim to this human weakness. While it may be attributed to pride in specialized skills, it is more logically a protection against encroachment by young, and sometimes unqualified, personnel. At its worst, it is a defense of the incompetent against honest inquiry or criticism.

Educators slowly but surely are awakening to the reality that the present situation is not a healthy one for the profession, the nation, or most important, the children. They and other leading citizens now recog-

nize that the citizen must have a significant role in education. More than 3,000 local and regional conferences on the problems of our schools today have been held over the past year throughout the United States. All of them were preparatory to state conferences which, in turn, submitted ideas to the national White House Conference in Washington last winter.

A determined effort is being made throughout the nation by conference leaders to sound out local grassroots opinion on the many questions raised at the Conference. These leaders feel that citizen opinion is of paramount importance — that what the citizen thinks and feels about education should contribute toward future decisions. As John L. Miller, superintendent of schools at Great Neck said: "We believe that the people do not own the schools, in the proprietary sense but that they, the citizens, stand as trustees for successor generations."

Such statements and the White House Conference itself confirm a need for direct participation by citizens in solving educational problems. Why is it then, that the efforts of citizen groups often meet with stiff resistance on the part of the school boards and faculty?

Guidelines for group action

The idea of including as many lay citizens as possible in the formulation of educational policy is comparatively new, and no machinery to accomplish it yet exists. Probably no universal or uniform machinery will ever exist since each community individually will solve its problem in its own way. From the trials and errors experienced by the growing army of pioneer lay citizens, however, certain fundamental principles for successful experiment have emerged. These have been summarized by Dr. Miller from his own successful experiences:

1. A committee makes its best contributions when the responsibilities given to it are clearly defined and easily recognized by the members.

2. Assignments given to an advisory committee must be stimulat-

ing enough to challenge the thinking of a group but not so pedagogical that the committee is unable to make a useful contribution.

3. A committee serves best when in practice it recognizes the distinction between the functions of the board of education and administration on the one hand and those of an advisory group on the other.

4. It is the responsibility of a committee to become acquainted with all pertinent information before formulating recommendations.

5. Members of an advisory committee must be truly representative of the community.

6. A committee makes its best contributions when it has professional staff members who are in a position to give to the groups facts about the school system.

7. A committee should be large enough to allow for adequate community representation but small enough so that group processes may function at their optimum.

8. There should be some holdover of membership from year to year, but, conversely, a certain amount of turnover.

9. Advisory committees should not be appointed to advise on matters requiring decision by the board before a thorough study can be made by the committee. Similarly, matters on which the board has taken or intends to take action without committee advice should not be placed before an advisory committee for review or with an eye to endorsement.

These, then, are the guideposts for the successful functioning of school-community groups. But what are the qualifications of the individual "lay citizen?" Obviously, the primary requirement is concern and responsibility toward the public schools, and it must be an objective concern. If an individual respects factual information and democratic principles, is willing and able to tackle controversial issues, then whether parent or non-parent, rich or poor, formally educated or self-taught, he is well-qualified to make an invaluable contribution to the educational welfare of all the children.

If you're thinking of consolidating, you'll want to know . . .

How to Reorganize Effectively

District reorganizing alone does not guarantee more efficient school management—as in business what signifies is the structure of that unit

by CLIFFORD P. HOOKER

THE VALUE OF SCHOOL district reorganization and the inefficiency of small school districts are recognized nationally. However, in an attempt to provide taxpayers with more education for their dollars and preserve local option, some state legislatures have created numerous "gimmicks" to encourage small school districts to unite. These "gimmicks" often involve direct supplementary school subsidies, or a reduction in the local effort necessary to qualify for state aid.

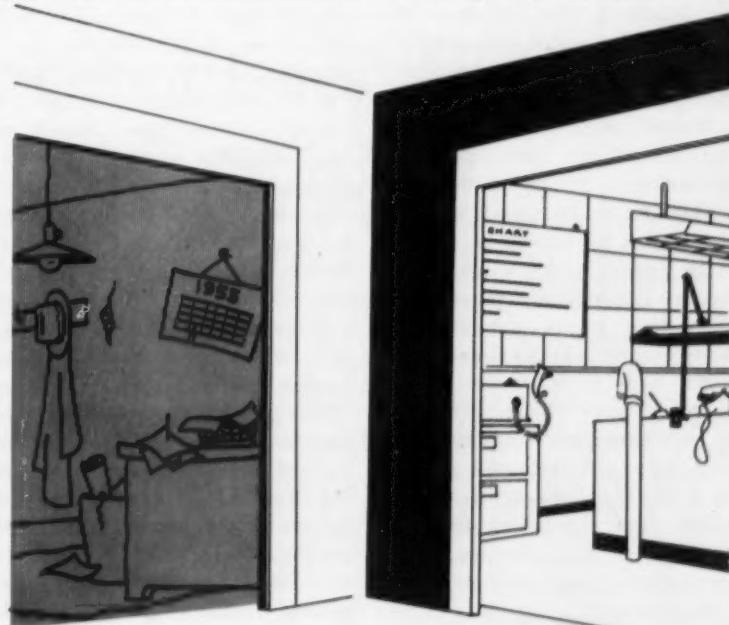
Indeed, some states are rewarding newly-reorganized districts for doing the same thing that other districts in those states have been doing for years—namely, operating schools in efficient units. The supplementary subsidy for joint and union district operation in Pennsylvania is an example of this strange paradox.

In "baiting" local districts to combine, these legislatures have proceeded on the assumption that size is the only criterion of efficiency. That an enterprise should be large enough to perform its tasks efficiently is axiomatic, but size, gained at the price of losing principles of organization is tantamount to burning the barn to rid it of rats. Now an enterprise can be no more efficient than the de-

gree to which it is organized to harmonize with the basic principles of organization. School district reorganization problems, then, are basically problems of organization, and secondly, problems of size. Perhaps a discussion of the purpose of an organizational structure and an examination of the major principles of organization will shed some light on the problem.

The purpose of organization is to create, in advance of execution, the basic conditions that are a prerequisite for successful administration.

To organize an enterprise such as a school system is to provide it with everything useful for its running. Sound organization and the effectiveness with which personnel can work are vitally related. A poor organization, which admits duplication of effort, lack of clear responsibility and authority, loose supervision and weak delegation, will soon realize a loss of human effort, deterioration of morale, confusion of purpose, and near-paralysis of movement. Good organization and smooth operation are inseparably connected. It is pos-



Closing the doors on obsolete management when you consolidate.

Dr. Hooker is assistant to the dean of the School of Education at the University of Pittsburgh.

sible that competent personnel may make a poor organization function, but there is no sense in requiring them to work under such conditions.

Efficiency via organization

Centuries of experience in government, church and industry have enabled man to classify and verify the basic principles of organization. Since principles are universals, they must of necessity apply in all spheres, and so it is with the principles of organization. The unique character of public education does not give legislators or educators an unrestricted license to create administrative monstrosities that simply make for large administrative units.

Education is the most important public service in any state. It should not be hampered in its functions by a cumbersome organizational framework. The following questions must be answered in the affirmative if a school district organization is to be efficient:

1. Does It Provide For the Co-existence of Responsibility and Authority?

For an enterprise there is a sum total of functions to be performed; and there rests somewhere an adequate source of authority to give the necessary right to accomplish these functions. The recipients of these rights are vested with responsibility. Authority and responsibility should be equal; they are two viewpoints from which to consider duty.

An official must have legal and other means to accomplish the task for which he has been made responsible, so that his success or failure will be a result of his wisdom and integrity. Responsibility for a mission without proper authority to achieve success in accomplishing the mission leads to frustration. Likewise, the presence of authority without commensurate responsibility breeds autocracy. Authority should have a clearly defined process which projects itself throughout the organization, so that everyone exercises authority commensurate with his responsibility.

The joint school system in Pennsylvania is an example of an or-

ganization that violates this principle. It is not uncommon in Pennsylvania for a local board of education to be responsible for the education of 75 percent of the children in a joint school system and have but 50 percent of the representation on the joint school board.

2. Does It Provide for Unity of Command?

Man has long recognized that nothing but confusion results from multiple command. "A man cannot serve two masters" is a theological truism as well as a principle of everyday human relations. A workman subject to orders from more than one superior will be confused, inefficient and irresponsible; whereas, a workman subject to orders from but one superior may be methodical, efficient and responsible. There is considerable temptation to set up more than one boss for a man who is doing work which has many relationships. This error in organization can be demonstrated by the industrialist who set up separate foremen for speed, machinery and materials, each with power to give orders to the workmen.

School district patterns that provide for multiple administrative organizations are in violation of the principle of unity of command. The same is true of organizations that subject an administrator to more than one board of education.

3. Is the Organization Simple?

Simplicity has been defined as "that delightful perfection between too much and too little." A complex organization is difficult to manage and is almost certain to create undue friction in administration. A good organization includes only the necessary functions, no more and no less, and creates the relationships in the simplest possible manner.

Strange as it may seem, some organizational structures for education in the United States are too simple. The Township Trustee system in Indiana, where one man "administers the schools," is too simple to be adequate. Examples of unduly complicated structures are easier to find. The dual administrative system, still quite common in Illinois and Cali-

fornia, provides too much machinery for the operation of schools. The structure which supports education in Illinois is further complicated by separate tax levies for current operation and capital outlay. Hence, in many districts real estate has four tax levies for the support of schools alone. And some joint school boards in Pennsylvania have more than 60 members.

The principle of simplicity is satisfied best by a structure that provides for a single, fiscally-independent administrative unit for grades kindergarten through twelve, a board of education small enough to be efficient, and a single tax rate throughout the territorial limits of the district.

4. Does the Organization Provide for Continuity?

The continuity principle demands that the structure of an organization provide not only for the activities immediately necessary to fulfill the purpose of the enterprise, but for the continuation of such activities for the entire period of operation contemplated in the establishment of the enterprise.

This continuity principle would seem to demand that whenever school districts are combined to form larger units, such reorganization should be permanent and not for a limited number of years. Agreements between small districts to operate schools in reorganized units in some states (Pennsylvania is an example) are actually for shorter periods of time than is required to amortize the bonds for buildings they have agreed to construct. Furthermore, little more than a "family feud" is required to sever these agreements. A majority vote of each board concerned is sufficient to dissolve reorganized districts in some states.

The plan of organization should provide for the attraction of competent personnel and for the maximum stimulation and utilization of leadership. If the answers to these four questions are positive, boards of education in reorganized school districts of adequate size will have little difficulty in finding competent leaders.



No smokestack for this school: new elementary school in Indiana is heated throughout with electric space heaters.

New School Goes All-Electric

by E. PHILLIPS BLACKBURN

WHEN THE PARK SIDE Elementary School was opened last fall in Hartford City, Indiana, it became, to our knowledge, the first school in the Middle West to be heated throughout with electricity.

It was back in 1950 that the school board of Hartford City, anticipating the growing need for additional classrooms to accommodate the post-war increase of school children, be-

gan planning for new school facilities. During this initial planning stage, the architect, Thomas A. McConaughey, and officials of the private electric utility that serves the community aroused the board's interest in a new concept in school construction—the inclusion of an all-electric theme—that was eventually adopted. The board is convinced that this all-electric school is one of the most advanced and modern educational structures to be found anywhere in the Midwest.

Each classroom is heated by four electric heating units which are installed against the window wall.

This electric heating system not only provides students and teachers with the ultimate in thermostatically-controlled heat, but gives the school a functional and economical heating system with added plus dividends.

Controlled by clock

The automatic-clock control in the building turns on the blowers of these heating units each morning at the beginning of the school day and automatically shuts them off at its close. One of the system's outstanding features is the positive ventilation that it provides the students. The time clock does the job—it is not

Mr. Blackburn is superintendent of schools in Hartford City, Indiana.

left to the discretion of the instructor or janitor.

Our all-electric theme also provides more comfort for our young pupils. It is the custom for kindergarten and lower-grade youngsters in Indiana schools to observe morning and afternoon rest periods, but our pupils no longer lay their blank-

ets on cold floors. Electric heating cable installed in the flooring keeps the floors warm regardless of the temperature outside.

Then, too, there is the economical aspect of the electric heating system. Not only does it permit greater flexibility in future additions to the building (an all-purpose room, kitch-

en and four classrooms will soon be added), but it also eliminates the need for such costly items as a smokestack, the boiler room with its specially constructed sunken floor, and pipe trenches.

Watts put to work

But the school's electrical theme does not stop with its heating system. Other adaptations of electricity also set it apart as something special in modern school construction: an electric incinerator expedites the removal of all trash and debris; a 50-gallon electric water heater, installed in a small closet, supplies ample hot water for the rest rooms; electric hand dryers are installed in the rest rooms; and fluorescent lighting is in keeping with the school's modern and functional design.

The electric theme incorporated into Parkside School's construction stamps it, we think, as one of the Midwest's finest schools—a school designed to make education a pleasant experience for the student and teacher.



Workmen install one of the four heating units used in each classroom.





Electric heating cable keeps kindergarten floor comfortably warm during rest periods (note heaters beneath windows).



Electric incinerator disposes of trash and debris.



Large electrical control panel is housed in utility room.



On display at the conferences will be designs of 150 new schools built last year (left) plus the plant and program exhibit of the Random Falls Idea, a proposed secondary school of the future (below).

If you're plagued by school planning problems, you'll want to know about . . .

Three School Building Conferences



THE SCHOOL EXECUTIVE in cooperation with three major universities has the pleasure of announcing a new and instructive group of Conferences and exhibits of school buildings for educators, architects, school board members and laymen. It is our pleasure to invite you to attend.

This year *The School Executive* has devised an interesting plan for presenting the 150 designs in its annual competition for Better School Design. The exhibits will be part of school building Conferences to be held at the University of Chicago, May 1, 2, 3, James C. Harlow, Conference Chairman; University of Pittsburgh, May 14, 15, 16, 17, Maurice J. Thomas, Chairman; and at Teachers College, Columbia University, May 28, 29, 31, June 1, Henry H. Linn, Chairman.

One of the major attractions at each of the Conferences will be the appearance of Scarsdale Superintendent Archibald B. Shaw and Architect John Lyon Reid of San Francisco who will present a detailed discussion and analysis of their popular Secondary School of the Future (see March 1956, *The School Executive*) plan and plant. The original drawings will also be on display.

Although the Conference programs have been slanted toward the problems of the school districts in the states neighboring the host universities, their primary goal is to bring the latest developments in school design to all interested people so that the best educational facilities can

be provided for all students. The problem of planning and building new and adequate school buildings has faced, is facing and will face every section of the country, and forward-looking educators everywhere have voiced the need for up-to-the-minute information, ideas and guidance.

In addition to the exhibits, the Conferences will house under one roof the ideas, professional guidance and the inspiration necessary before embarking on a school building program. Distinguished educators and architects have been invited as speakers and discussion leaders for the seminars, lectures and clinics. Visual presentations will accompany most of the meetings whose range of topics is very broad. The services of professional consultants will also be available at each of the Conferences.

As the product of a prodigious amount of planning and preparation both by *The School Executive* editors and the staffs of the host universities, each Conference will be marked by special activities worthy of preview.

Competition Winners presented at Chicago

The University of Chicago Conference (May 1, 2, 3) will be highlighted by a special luncheon ceremony on May 2 during which the winners of *The School Executive* 1955 competition for Better School Design will receive their awards—bronze plaques to the top five entrants, and scrolls to the honorable mention and special feature awardees. Walter D. Cocking, Editor of *The School Executive*, as Master of Ceremonies at this memorable occasion will introduce the roster of speakers: Prentice C. Ford, President, American School Publishing Company; W. W. Caudill, of Caudill, Rowlett, Scott and Associates, AIA, Bryan, Texas; and Philip Will, of Perkins & Will, AIA, Chicago, Illinois.

Among those invited to make the presentations of the plaques to the five top award winners are: Superintendent Benjamin A. Willis, Chicago, and W. W. Theisen, President of National Council of Schoolhouse Con-

struction and Assistant Superintendent of Schools, Milwaukee, Wis.

After the luncheon, there will be a discussion and interpretation of the best in current school design by the architects and administrators most familiar with them.

The final sessions of the Conference will feature clinics on such topics as: *Building Methods, Materials and Systems, Interior Furnishings and Equipment, Citizen Participation in Planning, Acoustics, Lighting and Color* and many other timely subjects. The service of resource teams will be available to advise participants on specific problems.

Dual Sessions at Pittsburgh Permit Wide Range of Topics

The University of Pittsburgh Conference (May 14, 15, 16, 17) assures a program of very broad scope. Since two or more sessions will occur at the same time, every area of importance will be explored and thereby satisfy the diverse needs of the many participants.

Among the topics to be discussed will be: *Objectives of the Design Institute, Some Considerations for the Elementary School, Choosing the Architect, Utilizing the School Site, Problems of Finance, Effective Use of Glass, School Design—Its Implications for Good Teaching, What Classroom Teachers Want in a Good School Plant*, and many others.

On May 15 in Pittsburgh, *The School Executive* has planned a special luncheon and program for its guests from noon to 4 p.m. Similar luncheons are planned for Chicago and Teachers College. Prominent personalities have been invited to address the groups at these luncheons. At Pittsburgh, Dr. William Yeager will speak on *Businessmen Help Communities Build Better Schools*, and Architect Laurence B. Perkins AIA, on *Materials and Processes in New School Buildings*, as his subject.

A unique feature of the Pittsburgh Conference is that plans have been formulated for a Citizens' Luncheon. With the growing importance of citizens' committees throughout the country, a luncheon of the interested groups will certainly be a welcomed

and worthwhile activity. The theme of the luncheon is *What is a Good Educational Program and What Facilities Are Needed?*

State board staffs head T.C. clinics

From a mimeographed pamphlet sent out by Teachers College publicizing their Conference (May 28, 29, 31, June 1), we are impressed that the exceptionally varied program is only overshadowed by the imposing list of notables who will execute it.

Among the many experts contributing their services are: Architect Warren Ashley and School Principal John French who will speak on the *Campus Secondary School Plan*; Professor David Austin and Superintendent Robert Murray will discuss the *Team Approach to High School Planning*; Dr. Cocking, Don Buttenheim, President of the New York State Citizens Committee, and Architect Thorne Sherwood, of Sherwood, Mills & Smith will discuss the *Citizens Role in Building Programs*; Educational Consultant N. L. Englehardt, Jr. and School Superintendent Ernest Weinrich will review the possibilities of the *School Within a School* idea; Architect R. Moore and Drs. C. Westby, M. Cooper, T. Arvins who all have had considerable experience with higher education building programs will report on such projects as the new college campus at Harpur College in Binghamton, N.Y., and New Jersey's \$15 million College Program.

Lack of space cuts short our listing, but we feel that this sampling of what Teachers College has in store for its Conference participants speaks for itself.

Of special significance—members of the New York, New Jersey, and Connecticut State Departments of Education will be available for the duration of the Institute to conduct private clinics for representatives of their states.

The School Executive and the three host universities hope that this bird's eye view will inspire their many friends and colleagues to join them in this golden opportunity to learn, give, mold and do.



Courtesy Cincinnati Public Schools

Improving instruction

The number-one task of the school administrator is to help improve instruction. In working at this task he does many things and he works with many people engaged in many diverse activities. Indeed, all other tasks in which the administrator is engaged have as their end result the improvement of instruction. Much is being done to improve instruction and many promising practices are currently being conducted. To present a bird's-eye view of what is being done, THE SCHOOL EXECUTIVE has invited a group to describe some of the encouraging practices at the elementary, secondary and adult school levels. On the pages that follow you will find their stimulating analyses.

The superintendent's responsibility

by MATTHEW J. PILLARD

EVERY COMMUNITY has a right to expect its superintendent of schools to be an educational leader. He is the one designated to take the initiative in helping the community recognize its unfolding educational needs and to find ways of providing for those needs.

Schools are organized and conducted on the premise that the behavior of people, individually and collectively, can be modified. Desirable effects are sought through a program of experiences, commonly known as the instructional program.

To devise the best program of educational opportunities and to operate it most effectively is a never-ending challenge. Like housework, it is a job that is never completed. It requires continuous effort involving the staff, the board of education and other citizens of all ages in the school district.

The importance of dynamic educational leadership is clear. The destiny of children and youth—and thus the community—is pretty much determined by the way in which the school superintendent exercises his role.

The demands on administrators in today's burgeoning communities take him far beyond the problems of instruction alone. Indeed, some school executives find all their time absorbed in providing for mounting enrollments, competing for services of competent personnel, building and equipping new schools, working on bond issues, preparing budgets and securing good public relations.

In the face of such demands, careful planning is more than ever necessary to prevent neglect by the superintendent of his basic responsibility for leadership in instructional improvement.

Curriculum improvement is a team operation. Effective leadership requires a thorough understanding of and sensitivity to the characteristics of people. Today's educational leaders are specialists in people, in human relations. Teachers are specialists too. They are experts in young people and the educational experiences suited to the needs of youngsters. But above all, they are people

who differ from each other in many ways, including their degree of expertness.

"The job of instructional leadership is easy," a businessman once said to me, "all you have to do is hire good teachers." Such over-simplification reflects a dangerous naïveté.

To be sure, a good staff is made up of good teachers, and recruitment and selection of staff are important steps indeed. But the definition of "good" varies from person to person and place to place. Pre-service training, however commendable, is only the beginning of preparation for high quality teaching. Furthermore, whether experienced or not, professionally-minded teachers themselves recognize the need to continue the search for growth opportunities. The best teachers tend to be the most earnest in searching for ways to improve their effectiveness.

Must be master teacher

But regardless of staff composition and quality, the need for the superintendent's leadership in instructional improvement remains. Much depends on how well he understands people. His own example as he works with others will have a great effect. He himself must be a master teacher, remembering that the principles of learning apply similarly to adults and children.

As an educational leader—a master teacher in the broad sense—he recognizes the need to respect the personal worth, security and the individual differences of his associates. He knows that effective instructional changes are self-directed and are not the result of fiat. He appreciates the value of broad participation by his associates in suggesting projects and carrying on studies.

He knows that staff members have problems, personal and professional. How such problems are treated will have a bearing on the teachers' effectiveness. Teachers want to be successful; but however competent they are, they need help or they may drift. They must have leadership. The potential strength of a staff must be nurtured. Even the best teachers require inspiration, stimulation, guidance and support.

Forces for change are always present in every school and every school system. Teachers, pupils, parents, principals and others have dissatisfactions which they may or may not express. Real problems are abundant. They need not be fabricated.

So much depends, however, on the existing climate in a school system for experimentation, for try-outs of new ideas, for change. The chief engineer affecting that clim-

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ate is the superintendent. If he is frank, self-critical and earnest in his will to improve his own way of working, he will encourage others to act likewise. If he demonstrates that constructive efforts to produce change are desired, takes personal interest in such efforts by others and supports them, then his co-workers will respond.

There must be a permissive, threat-free atmosphere for the expression of problems. But, in addition, change must be organized and facilitated, and here coordination of effort is necessary. A common mechanism for this is a system-wide central committee on curriculum improvement, with teachers and administrators representing each school. A similar committee in each building can serve as a clearing house for activities affecting the individual school.

Properly conducted meetings—of superintendent and principals, principals and department heads, department heads and teachers—can produce a variety of promising curriculum study problems. Recommendations for action growing out of such studies should be framed for subsequent review by the superintendent, particularly if funds are required.

Some school systems use a "pilot committee" whose job is to refine an accepted rough proposal and develop

a design for action. After this design is approved by the central committee, those directly concerned in carrying out the project then develop their own working procedures in accord with the design outline.

The superintendent should keep in direct touch with as many of these curriculum study activities as he can. Written or oral reports are encouraged so that others in the system may profit from the findings and receive stimulation for further effort on their own part.

Endeavoring constantly to create the proper climate for instructional improvement, the superintendent strives earnestly to encourage leadership development among principals and others on the staff. The team concept for promoting constructive change must permeate the school system.

How teachers are hired

Every superintendent recognizes the special opportunity for instructional improvement stemming from the need to fill staff vacancies. One superintendent in a suburban school district handles this by following these four steps:

1. Requests staff committees to draw up a prospectus on each vacancy. The job analysis is based on two questions: What kind of person is needed? and What should the person be able to do?
2. Invites one or more teachers to accompany him on trips to observe promising applicants. En route they discuss curriculum needs. On each trip a different teacher accompanies the superintendent.
3. Discusses curriculum matters and school philosophy while interviewing prospective teachers.
4. Arranges pre-chool orientation meeting for new teachers. Emphasizes need for vitality and experimental attitude to provide best educational opportunities for students.

Still another device reported by a superintendent in a small school system concerns an annual staff appraisal. This superintendent makes it a practice once a year to write a personal letter to each staff member about his work. First he asks the building principal, "What contributions has this teacher made for which I should commend him?" In this way the superintendent, principal and teacher annually re-examine the values of good teaching held to be important in the school system.

How improvement is measured

The superintendent is more than a mere catalyst in instructional improvement since he himself changes in the process. He seeks to grow in his own ability to inspire others, to identify promising staff members and to provide ideas, time, resources and personnel for conducting and appraising curriculum improvement activities in his school system.

How does the superintendent of schools evaluate the results of instructional improvement activities? What the students do differently and how well they perform are probably the primary indicators. Paper and pencil tests may sometimes be useful, but they are usually incon-



He grows in his own ability to inspire others.

clusive. The effect on pupils must be ascertained largely by teachers. The superintendent usually learns of such results indirectly.

The superintendent relies heavily in his appraisal on observable changes in staff behavior. In his contact with study committees, he becomes well acquainted with a number of teachers. The nature of their questions and comments, as well as their reports on classroom experience related to a given study project, all give indications of growth or the lack of it.

Staff morale is indicator

Morale of staff in a given school or school district reflects a feeling of satisfaction and professional accomplishment. High morale and extensive participation by staff in activities contributing to instructional improvement are mutually re-enforcing. The prevalence of such

activities and the accompanying boost in morale are suggestive of fruitfulness.

One superintendent makes it a practice to read minutes of departmental meetings. Comparing such reports over the years he looks for changes in the nature of problems discussed and studied in order to judge school progress.

Written reports of meetings conducted by building principals can serve similarly. Hearings on suggested studies, progress and final reports on such studies also give evaluation opportunities.

Probably the most strategic element in the appraisal process comes at the beginning of the project rather than at the end. Measurement should be in terms of objectives. These objectives, clearly stated at the outset of the activity, provide the basis for evaluating the results. Each "solution" is regarded as a hypothesis which requires time and trial before its appraisal can be significant.

Improving Instruction

In elementary education

by HAROLD D. DRUMMOND

INSTRUCTION IN ELEMENTARY schools in the United States is improving. And the reason for this is undoubtedly the fact that instructional leadership is improving.

There has been a sort of peaceful revolution in the past generation regarding the nature of instructional leadership. The imposing of curriculum patterns, courses of study, methods, materials and inspection (subtly termed supervisory visits) upon teachers is being replaced by new concepts of cooperative effort which involve all persons concerned with the educative process.

Six promising practices

Practices such as these are becoming frequent:

1. Teachers are increasingly accepted as the key persons in curriculum making. Programs are planned for each classroom with the teacher accepting major responsibility in the process. The teacher has also gained recognition as the "strategically located" person for

finding answers to instructional problems through action research.

2. Principals have greater responsibility for curriculum leadership. There is a growing awareness that the principal should be the instructional leader for the school. Significantly, the National Department of Elementary School Principals has chosen for its central theme for the next two years "The Principal's Role in Instructional Improvement."

3. Supervisors of instruction function primarily as consultants and resource persons. Much of their work is with groups of teachers—seeking answers to problems, drafting recommendations for basic policies and developing needed materials.

4. State departments of education serve to stimulate progress rather than to prescribe practice. State-wide patterns or programs are being replaced by in-service education activities geared to local conditions and to continuing teacher growth.

5. Parents participate more actively and cooperatively in curriculum making. Areas where parent assistance proves helpful have been more clearly defined in recent years, resulting in more harmonious parent involvement in curriculum endeavors.

6. Children have more opportunity to share in the planning of classroom experiences. Although practices vary considerably from school to school, it seems fair

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to conclude that, in general, pupils participate in more planning activities than ever before.

Such practices indicate clearly that instructional leadership has undergone significant modification in recent years. Current trends will, in all likelihood, continue.

More school autonomy

One of the concepts that has "died the hardest" in recent educational history is the idea that all children should learn the same subject matter. Freedom and responsibility are gradually being given to schools, nevertheless, so that each may develop an instructional program geared to the area served. Theoretically, autonomy for the individual school could eventually result in extreme diversity within a large metropolitan community or a county administrative unit. Actually, however, diversity is not likely to develop to an extent that would be undesirable. Preparation programs for teachers and their backgrounds, experience, materials furnished by school districts and parent aspirations for their children will all continue to exert a conforming influence on school practices.

Nevertheless, there is a growing awareness that schools in slum areas of large cities should have an educational program which differs significantly from that provided in the higher socio-economic suburban areas. Although at the moment only slight modification of programs is found, in time such concepts may actually be implemented in practice.

The fact that autonomy is gaining acceptance, though slowly, can be documented in other ways: in some cities, standard systems of reporting the progress of pupils to parents are no longer prescribed; in numerous systems, orders for textbooks, supplementary texts, library books and other instructional aids are determined by the staff of each school; recently produced courses of study tend to be guidelines for teachers rather than prescriptions which must be followed.

Such practices indicate the gradual acceptance of the individual school as the base for instructional improvement. The trend away from standardization and toward individualization is desirable and overdue.

More use of evaluations

Methods of stimulating better instructional practices have also undergone a peaceful revolution in recent years. The emphasis now given to cooperative self-evaluation is a natural outgrowth of the changed conception of leadership. Numerous cities and states have developed procedures which a staff may utilize to identify strengths and weaknesses in the school program. One regional accrediting association, the Southern Association of Colleges and Secondary Schools, has stimulated evaluative procedures at the elementary as well as secondary levels of instruction. A Committee on the Study of Procedures of School Improvement, with William M. Alexander as chairman, recently reported to the Southern Association the results of exploratory studies of

procedures for system-wide evaluation. Further refinement of the experimental process is probable.

Evaluative activities as the basis for school improvement inevitably results in the involvement of the professional staff, the parents and the pupils. Furthermore, such procedures focus attention on values being supported and on steps that are needed for improvement. The center of emphasis is becoming better instruction for the future, based upon purposes commonly held, rather than the individual teacher's effectiveness in the past or present. High staff morale and improved instruction result from the use of such processes.

Plan for curriculum sequence

Several practices can be described to indicate that concern for the total school program is growing. The Tennessee State Department of Education, for instance, has been reorganized so that the total staff has responsibilities for the program in grades 1-12. In numerous school systems throughout the country, staffs serving contiguous grade levels in different school units are thinking and planning together in order that learning experiences for children and youth will be consistent and sequential. Thus, upper grade elementary school teachers are meeting with first-year junior high school teachers to plan orientation programs for pupils, to study curriculum problems and to plan methodological and organizational modifications in order to ease the transition from one unit to the next.

Many school faculties, moreover, are asking themselves questions such as "What constitutes a balanced day of living and learning for the children we serve?" Attention is increasingly directed to the effect of experiences on the learner, instead of to the theoretical curriculum pattern supported. As a result, a more mature conception of curriculum organization is developing—a realization that a good learning day probably will encompass some activities which may be described as child-centered, some experiences which may illustrate the core idea, some tasks which may characterize the separate subjects approach to teaching-learning, and some practices which are clearly of the broad-fields pattern.

Teachers and school administrators are also increasingly attempting to align schools in support of efforts for total community improvement. Communities which consistently support agreed-upon values, so that the "total community teaches," do not yet exist anywhere—and indeed may never. Little doubt exists, however, that greater efforts could be made to attune out-of-school and in-school living. Much could be done, for instance, to coordinate television and radio programs with school learnings, to provide leisure time opportunities which build upon school learnings, to improve the quality of reading material available for children and to plan summer activities utilizing school facilities.

Recent instructional developments

Because of improved leadership, the growing acceptance of school autonomy in program planning, the



More attention is directed to the effect of experiences on the learner, less to a theoretical curriculum.

wider use of evaluative processes and increased concern for the total program and for a community that teaches, instruction in elementary schools is improving. Some of the more significant developments are these:

- Basic skills are being taught more effectively than ever before, and to almost all children—not to just the most able.
- Science instruction in the elementary school continues to improve in quality and in quantity.
- Emphasis in the social studies is changing from memorization of facts toward developing an understanding of human behavior.
- Foreign language instruction is rapidly being accepted, especially for gifted children.
- Literature for children is increasingly becoming content centered so that it contains less fancy, more fact.
- Gifted children are receiving more attention and concern, and more provisions are made for other types of exceptional children.
- Materials of instruction are being improved and

teachers are using a wider variety of instructional resources such as multiple texts, pamphlets, library books and films.

- Instruction is increasingly adjusted to each child's ability.

But, beware

Not all of the current trends are as desirable as these. Two developments particularly are of concern and should be looked into. First, there appears to be a return to I-know-it's-good-because-look-how-well-I-turned-out methods of instruction; as a consequence, reliance upon careful methodological research is lessening. Second, there is continuing pressure in some localities to inaugurate athletic programs similar to those common in high schools.

The overall picture, if not wholly bright, is encouraging and I think we can look forward to continuing progress. Speed is not all. As Seneca says, "Real improvement is of slow growth only."

In secondary education

by DAVID B. AUSTIN

THE AMERICAN SECONDARY SCHOOL is a changing institution. Its purposes, opportunities and services to the nation and local community are changing with a changing America. It is inconceivable that it can survive as an institution if it fails to respond to the changing demands of those it would serve. A look at the history of American youth education reveals the fate of those schools that failed to adapt themselves.

The actual process of adaptation, however, is not primarily concerned with the shape of buildings or the equipment therein. Far more important is the nature and quality of the instruction. The effectiveness of the teaching program will decide the future of American high schools just as its ineffectiveness doomed to extinction the academy of Franklin's time. This question of its effectiveness—governed by the quality of the instructional program—must be a continuing concern of every superintendent whose primary responsibility is planning and executing the best education program.

The improvement of instruction requires the improvement of the professional skills and practices of those who instruct. This means that the superintendent and his staff must provide for the constant encouragement, stimulation and reward of those who are doing the instructing. This then presupposes a close relationship between the administrators' leadership talent and what each teacher is doing in each classroom so that there will be maximum development of administrator, teacher and student potential. Money and manpower, in increasing amounts, must be committed to the selection, induction and up-grading of the teaching staff far beyond the degree presently observed in most of America.

The high school has inherited a responsibility for the extension of skills and understanding beyond that of the elementary grades. With the increasing knowledge available to man and the requirement for better skills among a larger portion of our population, the type and quality of instruction in today's high school must more than ever undergo constant reassessment. Thus, in the selection of teachers, we must engage people who do not practice or preach the "memorize-and-recite" substitute

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for teaching, but who are seeking improved methods that will assure more effective learning.

Improvement of instruction can only be carried on if the following requisites are filled: a creative approach to teaching, and a constant search for that which is better; teachers who have the necessary confidence to challenge their own efforts in relation to the purposes of the school; an atmosphere which encourages them to grow as creative, stimulating, interested and interesting people. Teaching, when these requirements are provided, can and does become a richly rewarding profession with new ideas, new opportunities, new challenges and new responsibilities as its symbols.

All of this sounds suspiciously optimistic and idealistic to the hard-pressed superintendent and his staff who are now combing the countryside in search of someone to teach in new and empty classrooms. The problems in the present critical situation must be solved with the staff now available. Teachers who feel deeply discouraged by their plight, college deans who can offer no list of likely candidates, parents who wonder if *Johnny's teacher* can read, and the relentless demands for time to deal with architects, budget items and board members—all these distract the superintendent from the fundamental problems of formulating a high-level program of instruction at present and in the foreseeable future.

Works with building principal

To whom can the harried superintendent turn for help? The obvious answer, already known to successful superintendents, is that the major responsibility for the improvement of staff—and thus instruction—resides with the building principal. Although the superintendent must accept the final responsibility before the governing board, his time and energy, his manifold duties as executive officer of the board, his relative physical distance from classrooms raise the serious question of how much immediate and direct influence he may possibly have in improving instruction.

By providing a professional setting in which the principal can work competently, the superintendent transmits to the building administrator the leadership responsibility for program effectiveness. His involvement with staff, students and community place him in the precise position for accepting this responsibility and discharging it with the finest results. But in this leadership role the principal cannot stand alone, no matter how great

his personal ability. There must be a working relationship between the principal and superintendent based upon a high level of mutual respect and confidence.

The principal, of course, must be recognized today as a leader of the instructional program rather than an office manager. His position must be professional in that his work consists primarily of the education of young people rather than the signing of many requisitions, payrolls, enrollment reports and building safety surveys. His first, and most important, responsibility as school leader is to see that the purpose of the school—the achievement of the best program of appropriate and effective education—is accomplished to the greatest possible extent.

The role of the superintendent, in turn, must include the careful selection and encouragement of the building principal who may be needed in the future, and the support and encouragement of those now in the existing schools.

Must guard against *status quo* thinking

According to some evidence from the field, the typical high school tends to include the more mature teachers. The principal and teachers are often persons whose early training and experience were related to a school whose purposes were significantly different from those of the modern high school. The tensions, misunderstandings, adamantine resistance to change which sometimes characterize a mature high school staff can challenge the professional patience of the superintendent, the hopes of parents and the understanding of youth. Here, the principal above all others must be skillful, alert and active. There is no place for a permanent *status quo* in the modern high school. Above all, the principal will need frequent and frank conferences with the superintendent so that they jointly stimulate and encourage the staff to further growth and development.

The question of the improvement of instruction must constantly be related to the question of that ephemeral quality known as morale. An unhappy teacher, one who doesn't believe in what he is doing, who is sure that good work is not recognized, or who is in basic conflict with the avowed purpose of the school, is not a capable teacher regardless of his professional training or personal potential. Here is where the principal, working closely with the staff, must interpret to them the limitations and unavoidable factors which may produce this dissatisfaction.

Likewise, the principal must be able to communicate accurately and adequately to the superintendent these dissatisfactions, concerns and misunderstandings of teachers. The principal in his building is in the most strategic position to sense and analyze problems of morale. He and the superintendent must work together for their solution.

If the principal is to be responsible for the instructional program within the individual building, then by all means he is entitled to participate in the selection of those staff members who may come to the school as

replacements or additions. This means, in most cases, that he must have an opportunity to select from a screened list that person who can work within the setting of the school, and who is qualified in terms of academic preparation and personal qualities to complement the rest of the school staff. He is in close touch with the nuances which may reveal interpersonal strengths and weaknesses of the existing faculty. He knows the community, the parents, the pupils, the plant. He is responsible for the successful operation of the school—and thus must participate actively in the selection of those who actually operate it.

In all of this the superintendent holds the key to the opportunity for a strong instructional program. If major duties assigned to teachers and principals are largely those of bookkeepers and custodians, then the professional staff will become most concerned with those areas. If the major assignment is to be teachers and leaders of teachers, then the results will be quite different.

The battle of details continues. Real leadership requires that the teacher be aided in deferring the most pressing in order to accomplish the most important. The provision of funds and facilities are not ends in themselves but are the means by which the best instructional program may be attained.

The superintendent, constantly in the limelight, must reflect that glow to the teacher and youth, to the laboratory and shop and classroom, to the playing field and the auditorium, to the halls and offices of the high school if he would succeed in the improvement of instruction.

Courtesy Sewanhaka, N. Y., High School



Memorizing is ceding to empirical understanding.

In adult education

by HERBERT C. HUNSAKER
and MARTIN P. ANDERSEN

ADULT EDUCATION is a newcomer to the educational scene. Even the term "adult education" was not in common use in this country before the 1920s. Since that time, a fairly small corps of professional educators have been engaged in the teaching of adults with the result that today, according to the winter, 1955, volume of *Adult Education*, more than 49 million adult Americans participate in some kind of formal or informal planned educational program.

Little attention has been devoted to the teaching of adults compared to teaching in elementary, secondary and higher education. The teachers of adults, by and large, are recruited from the staffs of schools, colleges, universities, businesses and professions. Most of them teach adults as a side-line and on a part-time basis. Few of them have had special training in adult education as few institutions provide opportunities to prepare for the teaching of adults.

There are some things that every teacher ought to have, including especially the teacher of adults. Every teacher should have a mastery of the subject matter to be learned, an understanding of people and of human relations (for example, he should care enough about human beings to want to know personally every member of his class), and some knowledge of teaching methods—enough at least to have ideas about how to make learning a cooperative experience for the students and the teacher.

However, the teaching of adults differs from the teaching of youth, and the reasons for that difference are these: adults students are voluntary—if they are dissatisfied with their instruction they do not continue; because of their maturity they are usually more highly motivated than youths and more readily recognize the value of continuous learning; frequently they know more about some aspects of the subject than the teacher and their knowledge and experience therefore can be a valuable

teaching resource; and they are not apt to accept concepts handed out by the teacher but will examine ideas before making up their minds.

These are some of the essential requirements for teaching adults which make for desirable learning situations:

1. The teacher should begin with the present interest and needs of the students—present needs grow out of past experiences and shape future activities.

2. The goals should be clear for an entire course and for each learning situation—at the same time they should be sufficiently flexible to modify content and methods in light of the attitude, knowledge, experience and problems which the students bring to each learning situation.

3. Learning should have purpose—the student should be helped to understand that content and procedure are designed to help him meet his particular needs.

4. Learning takes place when the student becomes an active participant in the learning process—planning his study, testing, applying and relating ideas.

5. Learners should be able to recognize progress toward specific goals and need devices for measuring their accomplishments.

As a means of achieving these objectives the teacher of adults should carry out four basic tasks: (1) determine the interests and needs of each student, (2) discover the resources within and outside the group which are available for meeting these needs, (3) utilize the techniques by which the resources may be focussed on meeting the needs, and (4) evaluate the quality and the effectiveness of the learning experience.

Teaching concepts tested

Last year the authors, both of whom have had considerable experience in the teaching of adults, had an opportunity to test some of these concepts in a Teachers College, Columbia, seminar on the role of the college and university in community development. One of the authors (Hunsaker) served as co-instructor with Paul Essert, professor of adult education, while the other author (Anderson) enrolled in the course.

A total of 21 persons, plus the two instructors, were members of the seminar group—fourteen were regularly enrolled graduate students, four were post-graduate students, one was a special student and two were guest faculty members from nearby colleges. Each participant had some professional training and experience in education or other professional fields; twelve had experience in college teaching or administration and nine

Dr. Hunsaker is assistant director of the Division of Adult Education and professor of adult education at Purdue University, Lafayette, Indiana. Dr. Anderson is associate professor of speech at the University of California, Los Angeles.

in public school adult education, community organization or related work. (Although this illustration concerns a seminar of educators, the procedures used are relevant to the teaching of adults generally.)

The specific objectives of the seminar were to help students to acquire increased understanding of the philosophy, practices and principals of community development and to improve their professional competence as adult educators and the quality of their performance as citizens in their communities.

Environment makes a difference in the learning situation. These seminar sessions were held in the audio-visual laboratory of the College. Its nearly-square shape made it easy to arrange physical set-ups designated to facilitate presentation of material, class discussion and recordings. The coffee-snack period which preceded the opening of each session contributed much to the informality, sociability and friendly atmosphere of the seminar.

Projects grouped to student interest

The determination of needs was a continuing concern of the instructors. At the outset each student was given an opportunity to describe his particular interest in community development. At later sessions he was given another opportunity to present a specific problem which he proposed to develop as a seminar project. As similarity of interests became apparent each student was assigned to a group project allied to his special interests.

Each project group helped its members refine their analysis of needs, plan their project and focus on the group's major interests. Conferences with the instructors provided opportunities for clarification of needs, guidance and suggestions for developing and presenting group projects.

Excerpts from tape recorded interviews with educators and lay leaders were used as resource material both to inform and to stimulate discussion. Consultants and visitors were invited to seminar sessions and were briefed in advance so that their remarks would bear directly on the subject under consideration.

A variety of procedures were used to stimulate student participation. The sub-groups met frequently outside of class and planned their own methods of presentation to the total group. These included the panel method, symposium-forum, role-playing, listening teams—assigning special roles to different groups, and buzz groups after formal presentation of a topic. At each session a different person served as recorder and wrote a discussion summary; another member tape-recorded each session.

Three devices were used in evaluating: mimeographed reports of the recorder, periodic oral evaluations by the class, and post meeting reaction forms. This evaluation contributed positively to the seminar. Changes in procedure resulted from suggestions submitted; tabulated weekly reports indicated progress made; the sub-groups were able to secure a measure of the effectiveness of their presentation; and their use stimulated several members to make further studies of evaluation.



They enroll voluntarily and with specific motives.

Did the seminar provide a significant learning experience for the students? Their interests and needs were made the basis for the content. Effort was exerted to make the goal for each session clear, functional and dynamic. Each student received help in the clarification of his philosophy and practices in community development. Substantial resources were made available and effectively used. A number of teaching techniques were demonstrated. The planning and conduct of the seminar was a shared responsibility of the students and the instructors. Continuous evaluation served to chart progress toward goals.

The opportunity for the teacher of adults to have a significant learning experience in a situation like this one is even greater than that afforded to the students. If the quality of the teaching of adults is to be improved and if the ranks of the small band of professional educators of adults are to be augmented, such opportunities should be available on the campuses of more colleges and universities. As the demand for adult education continues to grow, so does the need for more and better trained teachers of adults.

SPOTLIGHT

news of the educational field

19,000 at Atlantic City:

"Bigness" of Education, School's Role In World, Stressed at AASA Convention

ATLANTIC CITY, N. J.—Although conventions are usually many things to many people, the 41st annual convention of the American Association of School Administrators, which met here February 18-23, presented one huge, omnipresent fact to all in attendance.

To the 19,000 earnest school administrators, principals, teachers, school board members, citizens' group members and manufacturers of goods and services who crowded the boardwalk area of this seaside community for six days, the convention signified the fantastic bigness of education.

For today, more than at any other time or year in American history, more dollars are being spent on school buildings to house America's youngsters, to pay their teachers and administrators, to support research



Administrators at the recent AASA convention heard speeches and attended discussions . . .

and develop modern and practical techniques for application in the classroom.

More important, never before have so many citizens come to realize their stake in the educational welfare of their children, and undertaken so much responsibility to assure it.

The convention's highlights centered around its theme, "Education, A Key to Lasting Peace," and emphasized the role of education both domestically and internationally.

Featured speakers developed their talks about this theme. Brig.-Gen. Carlos P. Romulo, Philippine ambassador to the U. S., spoke on "America's Stake in Asia," while Marion B. Folsom, Secretary of Health, Educa-

tion and Welfare, spoke on "Facing Our Educational Problems."

"The so-called Asian Giant, which, Westerners are fond of saying, is now waking from its sleep, has never in fact been asleep," Gen. Romulo told those present at the second general session, Sunday, February 19.

He blamed colonialism for perpetuating this idea, and warned "the arrogant" in the West to "remember Singapore and Corregidor and Batavia of World War II fame; the Korean stalemate that checked the pick of seventeen powers; and Dien-bienphu where a proud army was forced to surrender."

"The peoples of Asia are so simple in their poverty and their need," he added. "They have nothing to hide."

Secretary Folsom credited the teacher and the school administrator with guarding and nourishing, "day by day, . . . the precious element of integrity in teaching and learning," which he declared "gives American education its meaning, its purpose and its value."

He called education "basic to everything America stands for—the fullest expression of personal aspirations, the efficient functioning of self-government, an ever-advancing economy, the development of moral fiber and our collective strength in the cause of world peace."

Addressing the seventh general session on Wednesday, February 22, Mr. Folsom declared that "the time is overdue for facing up to our re-

Engleman Named AASA Executive Secretary

Washington—Finis E. Engleman, Connecticut state commissioner of education, has been appointed executive secretary of AASA.



Dr. Engleman will assume his new duties in September. Worth McClure, executive secretary of the organization for the past ten years, will retire this summer.

search needs in education" on subjects like development of human resources, juvenile delinquency, higher education and good teaching.

He called for enactment of the Administration's program by Congress of federal aid for school building construction, and credited the local-state-national conferences on education with helping "to erase the corroding influence of one person's thinking that schools were the other person's responsibility."

Speaking at the sixth general session, Tuesday, February 21, CBS News Correspondent Charles Collingwood urged a change in American attitudes towards solution of world



. . . stopped in at the interesting exhibits . . .

problems from those of "impatience and creative restlessness" to "the qualities of patience, confidence, generosity, endurance for the long race, and restraint."

He declared that education must help American citizens to discriminate between truth and falsehood, and to be able to "explore a subject far enough to understand it."

V. Carney Hargroves, minister of Philadelphia's Second Baptist Church, described some of his impressions on the state of religion in Russia, gathered during a trip to the East last summer.

He told the first general session, Sunday, February 19, that in spite of the obstacles put in the way of religion, an observation of Russian Christians reveals "their faith and courage in the face of opposition, and their church loyalty in a state which is set against their ideology."

Following his receipt of the Past President's Key at the seventh general session, Wednesday, February 22, Henry I. Willett, superintendent of schools, Richmond, Va., and AASA president whose term of office ended March 15, described his experiences as chairman of the American delegation to the eighteenth International Conference on Public Education in Geneva.

He declared that increased interest in public education in the U. S. today looks like the breaking down of "the educational barriers of resistance and apathy" towards the schools "that have served as effective obstacles to maximum progress."

He listed several areas of concern which must be solved in the breakdown of these barriers. They included development of a climate of opinion respecting work and resisting mediocrity; understanding the meaning of democracy; keeping pace with the needs of the age of automation; recognition of the bond between education and freedom; development of the cultural, aesthetic and spiritual talents of our youth and more time and money on research.

Accepting the American Education Award for 1956 from the Associated Exhibitors of NEA, Edward M. Tut-

tle, executive secretary, National School Boards Association, emphasized the need for an "aroused and alert citizenry" in working with and for the schools.

He declared that there has been "steady improvement in school board standards," and called for "complete frankness, complete faith and complete understanding between school boards and their administrators."

Among the seventeen resolutions proposed by the Resolutions Committee and adopted by the convention, were these highlights:

1. Support of federal aid to all states "for the modernization and construction of public school buildings," and disapproval of "the addition of extraneous amendments in the name of equality of civil rights."

2. Conviction that "all problems of integration in our schools are

appointed by the President, with the consent of the Senate," and with authority to pick the Commissioner of Education.

5. Crediting the White House Conference on Education with alerting Americans to school problems, and urging the people "immediately" to seek solutions to these problems.

6. Belief that education is a key to lasting peace, and "that young Americans, as a part of their education for citizenship, should learn in school why their country has chosen to follow a policy of international cooperation, how that policy functions, and the significance of joining other sovereign nations as a member of the United Nations."

Convention Activities Bid For Schoolman's Time

The administrator attending AASA's largest national convention yet had 75 discussion groups and seven clinics to choose among, on subjects covering everything in education from finance, purchasing and construction; through instructional program, teaching and learning; to current problem areas such as the teaching of reading, racial integration and juvenile delinquency.

He also had to budget his time, so as to allow for attendance at state breakfasts, university open houses, organizational parties and teas, all of which competed for his presence.

Then, there was the strolling and stopping on the vast exhibit floor, where close to 500 companies displayed their educational goods and services. There were yard-long red rulers, carried away eagerly by educators as souvenirs from one exhibit booth, only to be left behind in most cases in hotel rooms, because they wouldn't fit in suitcases, or would weigh down airplane luggage.

One of the most popular booths was located on the lower level. Here, conventioners could receive free samples of fruit juices. Another manufacturer awarded free rubber balls to anyone who could demonstrate prowess with the company's products.

The architectural exhibit of the latest in school building was another very popular exhibit with administrators



. . . and chatted with friends, old and new.

capable of solution at the state and local levels by citizens of intelligence, understanding and reasonableness working together in the interests of national unity for the common good of all."

3. Belief that "the primary responsibility for vaccination of children rests upon the family with the advice of the family physician. Because our schools are educational institutions, the Association firmly believes that their greatest contribution to any vaccine program lies in the area of health instruction."

4. Belief in separation of education from partisan politics, and urging Congress to establish the U. S. Office of Education as an independent agency, limited to research and service. "This office should be under the general control of a National Board of Education, composed of distinguished citizens

now facing skyrocketing enrollment figures. Another exhibit attraction was THE SCHOOL EXECUTIVE's illustrations on "The Secondary School of the Future." Here, schoolmen followed Tommy Turner of Random Falls through four-years of mutually-planned school and community activities, all designed to make him a better citizen and a better human being upon high school graduation (see March, page 47).

To the superintendent of schools, the convention was an important professional occasion. It was an opportunity to discuss and learn about new ideas in the field of education, to renew friendships, to feel that sense of fraternity so important as insulation and mental support when he would return to his community and to cold, hard facts.

Joe Kleckner, superintendent of schools, New Castle, Del., attended the convention with nine members of his Citizens Advisory Council. These alert laymen devoted their day off from work on Washington's birthday to go to Atlantic City and learn more about education. This particular citizens council was organized last November, and has among its members New Castle citizens such as Alfreda Conley, housewife and mother; Ralph F. Sidwell, treasurer, Beadenkopf Leather Co., Wilmington, Del.; Wilbert Smith, Jr., minister, Presbyterian Church; George Dewey, chemical engineer, DuPont Co., Wilmington, and Charles Matthews, chemist, DuPont Co.

Mr. Matthews explained the lay committee's interest in the convention. "In New Castle, we're about to build some elementary and secondary schools, and want to get ideas for them. When you're sick, you go to a doctor. When you've got a case, you see a lawyer. And when you want to know what's what in education, you go to the educators."

Clem A. Woodard, president of the school board, Hillsdale, Mich., was also attending the administrator's convention to "get useful ideas." His community has just finished building an elementary school, and is now in the planning stage for a new junior or senior high. For that reason, he was particularly interested in AASA's architectural exhibit. Hillsdale has a unique method for paying for its schools, Mr. Woodard explained.

The money is raised ahead of time and then held in reserve for use when needed. Through special assessment of 5 mills a year, \$100,000 is raised annually. "What convinced the people of the need for this system was their experience with a high school built in 1929," he explained. "The building cost \$285,000 to build, but by the time it had been paid off, it had cost the district \$245,000 in interest."

Gerald Read, professor of education, Kent State University, Kent, Ohio, attended the AASA convention to "keep in contact" with his field. Dr. Read will take 40 professors of education and ten wives to Europe this year under the European Comparative Education Program, sponsored by the U. S. Office of Education under Bess Goodykoontz, and by William Buchanan, New York University, and editor, *School and Society*. The educators will be guests of the ministries of education in the nations they visit. There is a possibility that the group will visit the Soviet Union, in addition to France, Switzerland, Germany, Denmark, Holland and England.

Ina Shields, who teaches 5-6 grade combination at Lewis Dale School,

Prince Georges County, Md., came to the AASA convention especially to attend discussion groups on "Current Controversies in the Teaching of Reading," a series of joint meetings with the American Educational Research Association, NEA Department of Classroom Teachers, International Reading Association and National School Public Relations Association. Participating in these discussions were leading authorities on the teaching of reading like Paul A. Witty, professor of education, Northwestern University; Emmett A. Betts, director, Betts Reading Clinic, Haverford, Pa., and Arthur L. Gates, professor of education, Teachers College, Columbia University.

Mrs. Ingeborg Snipes, educator and housewife, Morrisville, Pa., was attending with her husband, Bradshaw Snipes, local school board member. Mrs. Snipes, who has taught Spanish and German, and has been assistant dean at the George School, Bucks County, Pa., was "looking at everything from two points of view—educator and mother." She was particularly interested in items on curriculum, and in exhibits concerned with books on creative arts and local recreation.

vention, February 18-23, also in Atlantic City (see page 82).

In another talk, O. H. Roberts, Jr., retiring president of NSBA, urged educators to work together for common goals.

He also called for an end to what he termed antiquated practices still used by school boards today.

Mr. Roberts, an attorney from Evansville, Ind., was succeeded as NSBA president on February 19 by Taylor T. Hicks, dentist from Prescott, Ariz.

Tuttle Resigning as NSBA Head July 1

Edward M. Tuttle will retire July 1 as executive secretary of the National School Boards Association, it was announced recently.

Mr. Tuttle, who has directed NSBA since 1949, will be succeeded by William A. Shannon, superintendent of schools, Morristown, Tenn., since 1953.

The retiring NSBA executive sec-



Roberts



Hicks



Shannon



Tuttle

Shannon has served as a specialist in rural education. He has been an assistant professor in that subject at Cornell University, and has edited several publications in the field.

He is the recipient of the 1956 American Education Award, presented to him on February 22 by the Associated Exhibitors of NEA at the AASA Convention (see page 82).

Grant Made NASSP for Teacher Shortage Tests

CHICAGO—Announcement of a research grant of \$120,000 and an informal address on the development of leadership through sports by the ever-colorful Leo Durocher, brought to a

close the 40th anniversary convention of the National Association of Secondary School Principals.

Charles W. Sanford, chairman of NASSP's Curriculum Planning and Development Committee, and associate dean, College of Education, University of Illinois, announced the research grant from the Fund for the Advancement of Education, which will finance association-sponsored experiments on how to meet the teacher shortage in the nation's high schools.

Experimenting schools

Experiments will be carried out in Evanston Township High School, Evanston, Ill., in Newton High School, Newton, Mass. and in perhaps eight other schools.

Seasoned conventioners among the departing principals quite generally agreed that this convention was not only their largest but in many ways their best.

Headline speakers, they declared, had met their expectations. Convention arrangements were unusually

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SPOTLIGHT

well-planned and smoothly-executed.

The 82 discussion groups, on many phases of high school management, were real forums on administrative practice.

Visit Chicago schools

High schools in the Chicago area, through planned visits and program appearances of student groups, demonstrated examples of high school teaching and administration. The performance of the all-Chicago student symphony, directed by Desire Dufau, entertained the convention at one session.

Officers of NASSP for the coming year are: George L. Cleland, president, Topeka, Kan.; R. B. Norman, first vice-president, Amarillo, Texas; and George E. Shattuck, second vice-president, Norwich, Conn.

The 1957 convention of NASSP will be held in Washington, D. C.

Education Heads Degree List

More degrees were granted in Education (53,254) than in any other field during 1953-54.

Engineering was second with 22,500 degrees. The figures include bachelor, masters, and Ph.D degrees.

Truman Writes Objections To Oaths for Teachers

Writing in Book II of his memoirs, *Years of Trial and Hope*, former President Harry S. Truman declares his opposition to special oaths for school teachers.

Mr. Truman believes it proper for teachers to take the usual oath required of all public officials, to support the Constitutions of the United States and of their states.

"But it is wrong to tell teachers not to discuss or not to teach subject matter that should be taught in a free educational system. We should have freedom to teach and to learn and

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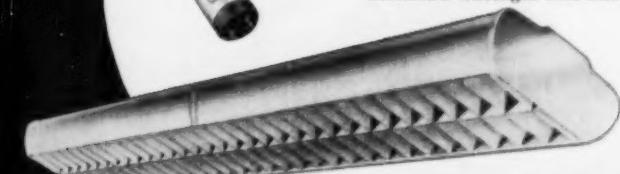
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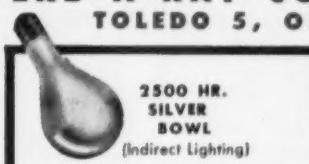
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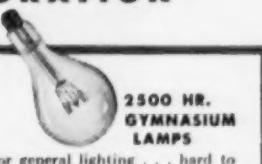
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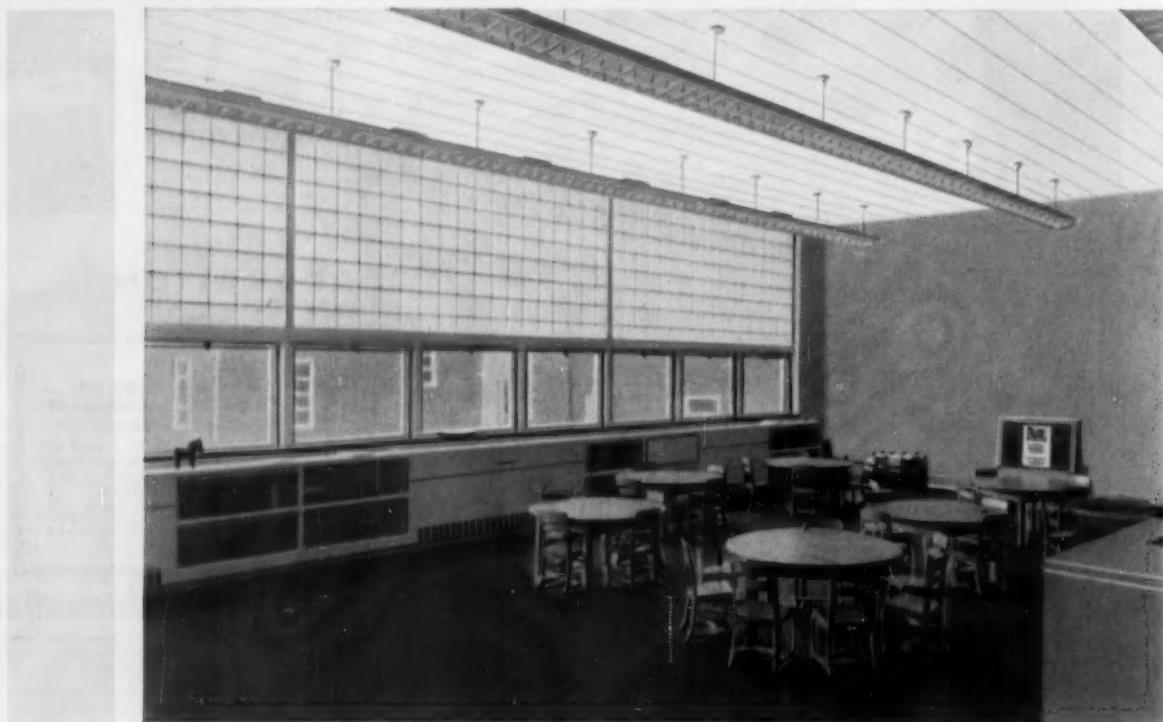
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Essentially, COLOR DYNAMICS is a method of decorating in which the colors selected for each classroom suit the design, and the lighting of these areas and the people and the activities which they house. When painted according to the principles of COLOR

DYNAMICS, each room, corridor and stairwell is treated individually — some brightly to improve the lighting, many in mixed colors to increase the interest of pupils. Younger children respond to bright colors, while older students, more in need of calming influences, are given pastel shades and soft harmonies.

With COLOR DYNAMICS, you can also use color to create desirable changes in appearance. Rooms can be made to seem more spacious, ceilings to look higher or lower, halls to appear to be brighter and wider.

Why not discover for yourself how COLOR DYNAMICS can create a whole new world of helpful color to accelerate learning processes and improve behavior patterns in your school?



Many youngsters begin their school careers in the kindergarten. It is important that such rooms be bright and cheerful. Here is an example of a pleasant room in which a light value of warm wall color counteracts the effect of cool light from north and east.



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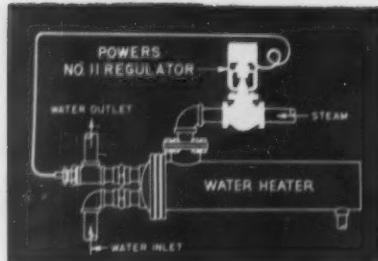
- Please send me a FREE copy of your booklet "Color Dynamics for Grade Schools, High Schools and Colleges."
 Please have representative call for Color Dynamics Survey without obligation on our part.

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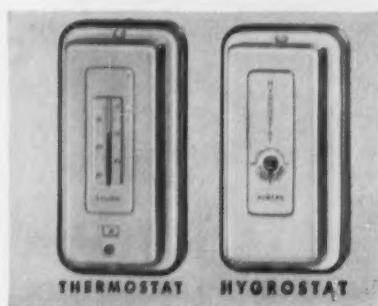
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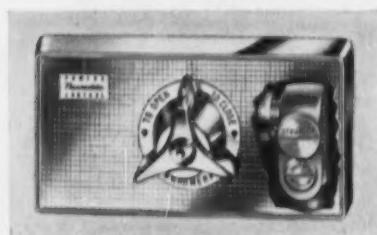
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SPOTLIGHT

that does not mean that a teacher is disloyal because he teaches everything there is to learn. There is no limit to knowledge. A person learns as long as he lives.

"In education, we must not limit the opportunities for generating ideas. People must have freedom of mind for research that makes progress, otherwise there is no use having an educational system. If everyone remained in the same groove and were taught exactly the same thing, we would end up with a nation of mediocrities. Men with ideas can express those ideas only where there is freedom of education."

Montana Advises Vocational Schools On Contests

HELENA, Mont.—In an effort to reduce the evils of competitive events, Montana's state director of vocational education, A. W. Johnson, has issued a policy to regulate vocational schools in entering contests.

"If contests and other competitions are used as an integral part of the total educational program involving all students, not just a few; and if such events stimulate and vitalize teaching and learning, then there is little difficulty in justifying them on an educational basis.

"The drilling of a few students with the objective only to win should not be a part of any educational program."

Harvard Grad Ed School Has Tripled Enrollment

CAMBRIDGE, Mass.—"The number of graduates from strong liberal arts colleges being recruited for public education by the Harvard Graduate School of Education has almost tripled in recent years," reports Nathan M. Pusey, president, Harvard University.

In his annual report to the board of overseers, Mr. Pusey says the outlook is for steadily increasing numbers of able men and women studying education at Harvard.

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SPOTLIGHT

engineers, scientists, government career officers, and for research workers and practitioners in law, medicine, and all the rest, there is probably no more critical area at the present moment in our national life than education," he says.

In addition to the pressing need for grade-school and high-school teachers, he warns, teachers for colleges "will soon be in woefully

short supply."

In the field of primary and secondary education, he says, Harvard "can never expect to make a substantial contribution to the hopelessly large quantitative aspect of the problem."

"The need for more professionals of high quality in this particular area, as we approach a time when it would take half the college graduates for ten years to meet the need for teachers, is obvious," he added.

Harvard's contribution, he says,

will be "to send a few more individuals of high ability to work in this field."

To meet the need for college teachers and research leaders, he continues, graduate schools of arts and sciences throughout the nation "must now either be enlarged or multiplied, and in either event strengthened."

"The future of college education, and also, therefore, of professional education, clearly depends upon the success of such efforts.

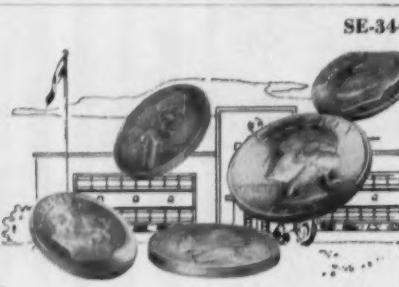
"At the moment," Mr. Pusey says, "there is a pressing shortage of candidates of high quality for almost every area of professional activity, and as a consequence there is a serious and accelerating competition among the professions to attract the ablest graduates of the colleges.

"The general difficulty results from the fact that today, with a population only twice that of 1900, there are four times as many men and women in professional fields. And this tendency grows.

"But contrary to popular assumption, the primary need is not for technicians, certainly not for mere numbers of technicians.

"It is people who are competent to work effectively with ideas that all professions properly expect the universities to produce."

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Godwin Named to AASA Executive Committee

WASHINGTON—Wendell Godwin, superintendent of schools, Topeka, Kan., has been appointed to a one-year term as a member of the Executive Committee of AASA.

He will fill the vacancy caused by the election of Clyde Parker, superintendent of schools, Cedar Rapids, Iowa, to the vice-presidency of AASA. Mr. Godwin assumed his new office on March 15.

"Democratic Heritage" is Theme of DCT Regional

MINNEAPOLIS—"Public Education—Our Democratic Heritage," theme for the current year of the Department of Classroom Teachers of the Na-



Noise is "Designed Out" of Modern High School

Acousti-Celotex Sound Conditioning brings many benefits to the Edsel Ford High School. Important among them is the acoustical treatment of the dual-purpose corridor (*illus.*). It is designed to accommodate heavy student traffic and to serve as an area where students may gather to converse or relax in an atmosphere of *quiet*.

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SPOTLIGHT

tional Education Association, was the topic of the annual North Central Regional Conference sponsored by DCT, March 15-17.

Approximately 500 teachers attended the conference, which was opened by DCT President Elizabeth A. Yank, classroom teacher from Maryville, Calif.

Hilda Maehling, acting executive secretary of the Department at NEA headquarters in Washington, also addressed the conference.

Other principal speakers included Evelyn Casey, chairman, NEA Legislative Commission and teacher in the Holmes School, Minneapolis, and James W. Maucker, president, Iowa State Teachers College and member of NEA's National Commission on Teacher Education and Professional Standards.

Presidents of state departments of classroom teachers who assisted in conference planning included Laura Smith, Illinois; Margaret Luke, Indiana; John Barczewski, Iowa; Esther Graham, Michigan; Wallace Greenquist, Minnesota; Alvin Bjerke, North Dakota; Arthur Peebles, Ohio; Melvin Hanson, South Dakota; Ruth A. Strozinsky, Wisconsin.

Over 6,000 Attend AAHPER Convention

CHICAGO—More than 5,000 delegates and 1,000 students attended the 59th Biennial Convention of the American Association for Health, Physical Education, and Recreation, March 25-29, according to Carl E. Troester, AAHPER executive secretary.

Benjamin C. Willis, superintendent of Chicago Public Schools, extended greetings to the convention at the opening general session and Jesse Feiring Williams, M. D., emeritus professor of physical education, Teachers College, Columbia University, also spoke.

AAHPER President Ruth Abernathy, professor of physical education, University of California, Los Angeles, presided at the general sessions.

NEA President J. Lester Buford gave an address on "The School

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Huge H. S. gym floor gets MULTI-CLEAN Gym Finish

The new \$2,700,000 Richfield High School, one of the largest in the Midwest, is said to have the largest high school gymnasium in Minnesota.

This mammoth 14,500 sq. ft. gym floor is of northern hard maple "Ironbound Continuous Strip" set in mastic over $\frac{1}{2}$ " Chafco Cork Board. Wood floors were also laid on the auditorium stage and in the school's wood working shop. B-and-better vertical grain fir was used for the stage while "Ironbound Continuous Strip" was applied in the wood working shop. Chas. H. Anderson Floors, Inc., furnished, installed, sanded and finished all of these wood floors.

One coat of MULTI-CLEAN Penetrating Seal and two coats of MULTI-CLEAN Gym Finish were used on the gym floor. The auditorium stage and wood working shop received three coats of MULTI-CLEAN Penetrating Seal.

John Ladd, vice-president and Minneapolis branch manager of Anderson Floors, gives these reasons for specifying MULTI-CLEAN finishes:

First, they protect and enhance natural floor beauty, thus eliminating the need for periodic resanding to restore the floor's original color.

Second, they have outstanding wearing qualities and an anti-slip surface that is both attractive and easy to keep clean.

Third, they give excellent coverage, yet are not premium priced products.

Fourth, experienced MULTI-CLEAN Distributors are always near at hand, well-stocked, and trained in the MULTI-CLEAN METHOD of scientific floor care. They give prompt, courteous help when it's needed.

There's a MULTI-CLEAN Finish for every type of floor. Your local MULTI-CLEAN Distributor will be glad to advise you and help you with any of your floor problems.



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How much does it cost *your* school each year to replace broken windows?

Many schools are glazing all windows in vulnerable spots with L'O·F *Tuf-flex** tempered plate glass. It is *3 to 5 times* stronger than regular plate glass of the same thickness.

For factual information, read the column at the right. A Libbey·Owens·Ford Glass Distributor or Dealer (listed under "Glass" in the phone book) will answer your individual questions about *Tuf-flex*.[®]



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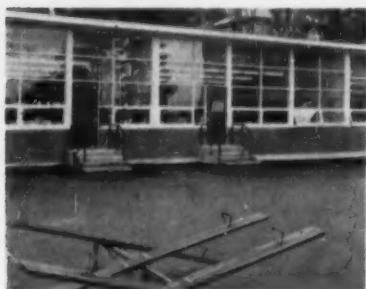
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TUF-FLEX FACTS

Dropped from a height of 8", a 2-pound steel ball smashes ordinary $\frac{1}{4}$ "-thick plate glass but you can drop it up to 44" on $\frac{1}{4}$ " Tuf-flex without fracture. When impact is powerful enough to break it, Tuf-flex falls into small particles resembling bath salts.



MANY USES in addition to windows. Tuf-flex is being used for basketball backboards, kick plates and push plates on doors, for balustrades and railings and for enclosures for exhibits.



Ainsworth School, Portland, Ore. Architect: Raymond Kermit Thompson, Portland.

MANY SCHOOLS in every part of the country are insisting on Tuf-flex because of maintenance economy and safety. Some schools have outside corridor walls glazed with Tuf-flex. Many gymnasium windows are Tuf-flex. And many schools (like the one above) have Tuf-flex in classroom windows facing play areas.

For further information, write to Dept. 8746, Libbey-Owens-Ford Glass Company, 608 Madison Ave., Toledo 3, Ohio.

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April, 1956

SPOTLIGHT

Administrator's Viewpoint of Physical Education." Robert J. Havighurst, professor of education, Committee on Human Development, University of Chicago, also spoke.

One of the high spots of the convention was an international relations section meeting devoted to the topic "Health Education, Physical

Education, and Recreation in Action the World Over." Representatives from the following foreign countries discussed the topic as it relates to their native lands: Iraq, Egypt, Germany, Finland, Scotland and Guatemala.

A special showing of AAHPER's new film, *They Grow Up So Fast* was held. More than 100 commercial exhibits were on display during the four-day meeting.

Informed Public Opinion is Responsibility Of Schools & Press, Conference Told

NEW YORK—The dual responsibility of education and the press in creating an alert and informed public, capable of making the right decisions in this age of challenge, was the single recurrent theme of the Third National Conference of Magazine Editors and Educators.

Speakers and panelists during the two-day conference, Thursday and Friday, February 23 and 24, emphasized again and again that the schools must teach students to differentiate between truth and falsehood, and that the press must print all the facts all the time.

Addressing an audience of 378 at the opening banquet Thursday evening, Harold E. Stassen, special assistant to President Eisenhower on disarmament problems, foresaw "a long race of comprehensive competition between the Soviet Union and the United States."

The final issue between both powers will be decided not merely by strength of arms, but rather by how each system, to the satisfaction of

the watching world, solves its economic, social and cultural problems, Mr. Stassen emphasized.

In this connection, he asked the editors and educators to develop an informed public opinion which will help our country meet this challenge.

He urged those present to test their actions against the rule of how much this would contribute to a just and lasting peace.

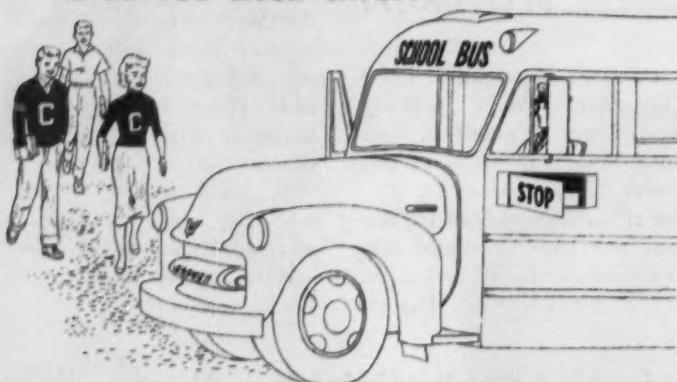
Another speaker at the opening banquet, Lester Markel, Sunday editor, *The New York Times*, also em-



Henry David, executive director, National Manpower Council; Sloan Wilson, author; Henry H. Hill, president, George Peabody College for Teachers, and Arthur F. Corey, state executive secretary, California Teachers Association, discuss whether education is producing leaders, at a panel session of the Third National Conference of Magazine Editors and Educators (story above).

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SPOTLIGHT

phasized the "obligation on those connected with the printed word" to print the truth.

More than ever before, he declared, America needs an informed public because of its role of world leadership.

The schools can help by "teaching students how, not what, to think," he added.

NEA President J. Lester Buford, who is also superintendent of schools in Mt. Vernon, Ill., described the like roles of education and publishing in a democracy, and showed how tyrants would put both "out of business."

Larsen speaks

Other leading speakers during the two-day conference included Roy E. Larsen, president and director, *Time*, Inc., who reported on the White House Conference on Education; Walter D. Fuller, chairman of the board, Curtis Publishing Company and chairman, Magazine Publishers Association; Robert W. Crandall, editor, McGraw Hill Book Company; William G. Carr, executive secretary, NEA; Frank Baxter, professor of English literature, University of Southern California; Martha A. Shull, first vice-president, NEA, and Wade Nichols, editor and publisher, *Redbook*.

The conference gave its attention Friday morning to a panel on teaching reading, with Herbert Mayes, editor, *Good Housekeeping*, serving as moderator.

Paul Witty, professor of education, Northwestern University, spoke on "Developing Readers in Today's Schools," and Ted Patrick, editor, *Holiday*, spoke on "The Current Health of the Written Word."

Then a distinguished group of four panelists discussed the topic. They were Bennett Cerf, author and lecturer; Max Herzberg, National Council of Teachers of English; Henry Toy Jr., executive secretary, National Citizens Council for Better Schools, and Ernest K. Lindley, director, Washington Bureau, *Newsweek*.

The conference then broke down



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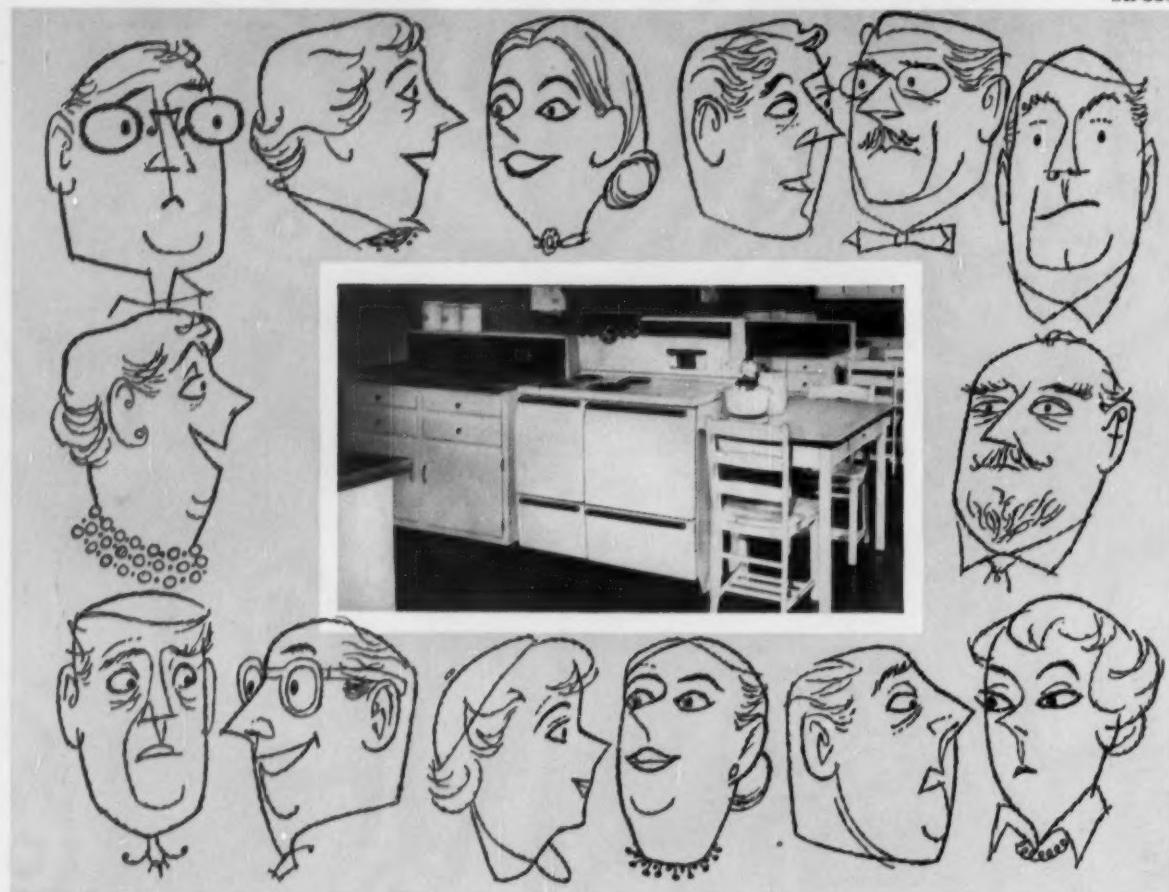
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Who's responsible for "home ec" department planning?

If you're responsible, no doubt you consider the preferences of other school management officials or teachers, the ideas of the school board, or special committees.

But whoever makes the decisions, there is a potent factor to be considered—the American homemaker. She, the parent of your students who are tomorrow's homemakers, has shown her preference for a better way of life with less time spent at household chores.

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Range cooking—and to do so, schools must be equipped with Electric Ranges.

Latest models important, too! If your school already has Electric Ranges, are they up-to-date? Today's models include many improvements and new features, and to teach modern cooking, your school's equipment must be modern. Your electric light and power company or appliance dealer can tell you how easy it is to install the latest, automatic Electric Ranges.

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SPOTLIGHT

into small groups, each with its moderator, to discuss the subject of reading.

The afternoon discussion topic was "Is Our Education Failing to Produce Leaders?" with Arthur F. Corey, executive secretary, California Teachers Association, serving as moderator.

The speakers were John Fischer, editor, *Harper's Magazine*, "The New Demand for Leaders," and Henry H. Hill, president, George Peabody College for Teachers, Nashville, Tenn., "Are We Educating for Leadership?"

Panelists for this topic were C. F. Adams, president, Raytheon Manufacturing Company, Waltham, Mass.; Pearl A. Wanamaker, state superintendent of public instruction, Washington; Sloan Wilson, author, and Henry David, executive director, National Manpower Council.

The conference, whose theme was "America's Stake in a Literate Society," was co-sponsored by the Magazine Publishers Association and NEA.

More than 350 representatives of public and higher education, the magazine industry, and national educational, business, professional, philanthropic and research organizations attended.

**Seven Educators Join
U. S. Office of Education**

WASHINGTON—The appointment of seven educators to the professional staff of the Office of Education was announced recently by S. M. Brownell, Commissioner of Education, U. S. Department of Health, Education, and Welfare.

"The appointment of these persons to fill vacancies in the Office of Education staff is another step in our program to strengthen services to education in areas for which the Office has great concern but in which it has lacked sufficient personnel," Commissioner Brownell said.

New specialists named to the Office of Education staff, and their positions, are:

Viola Cassidy, Columbus, Ohio,

**"A Friend in Need
Is A Friend Indeed"**

WM. HAZLITT,
English Proverb



. . . isn't just another soap-&-wax salesman . . . he's not an "order clerk" . . . he won't leave you wondering how to use a barrel of unfamiliar material.

The Brulin Man pitches in and helps your maintenance man . . . gladly rolls up his sleeves to show you how to use Brulin products . . . he's an expert on maintenance problems who knows what he's doing.

From the day you choose *Brulin products you've taken the guesswork out of your maintenance program. You've installed a trained technician and friendly co-worker who will . . .

. . . swiftly solve floor cleaning and waxing problems on wood, composition tile, terrazzo or what have you?

. . . recommend a quality tested Brulin product for floors, walls and woodwork; in fact, for all your buildings and grounds.

. . . be there when you need him for initial application of Brulin products, routine checks on your maintenance program, and whenever you have any problem or condition requiring special attention.

Why don't you call in your Brulin man? There's one near you (for Brulin men are everywhere) and there's never a charge for his service. Drop us a line . . . today!

*To mention a few: floor finishes and seals, soaps and cleaners, disinfectants, wood controls and a complete line of maintenance equipment.



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**new PREMIER floor machine
cuts your labor-time cost**



1. Since 90c of every \$1 you spend for maintenance is labor-time, faster work represents a real saving to you! All PREMIER machines are portable, well-balanced and easy to use. There's no tugging, pushing or tiresome wrestling with the machine. They're guided easily by the operator's slightest touch. Cover more floor . . . faster.
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PREMIER . . . your best investment

6. Low initial cost due to high volume of sales. Permanently lubricated giant ball-bearing gear train is your assurance of years and years of trouble-free service.

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SPOTLIGHT

consultant in the education of the mentally handicapped; Ellyn G. Laufer, Vineland, N. J., research assistant for education of the mentally retarded; Ellsworth Scott Obourn, Clayton, Mo., specialist in science education; Myrtle M. Imhoff, Long Beach, Calif., specialist in early elementary education; Ralph Gilbert Beelke, Fredonia, N. Y., specialist for education in the arts; Selma F. Lippeatt, Arkadelphia, Ark., specialist in home economics education, and Virginia Thomas, South Charleston, W. Va., research assistant in home economics education.

**Gilchrist Elected President
In ASCD Mail Ballot**

WASHINGTON—R. B. Gilchrist, superintendent of schools, University City, Mo., has been elected president of the Association for Supervision and Curriculum Development, a department of NEA, by a nation-wide mail ballot, according to ASCD Executive Secretary George W. Denemark.

Mr. Denemark also announced that G. Robert Koopman, associate superintendent, Michigan Department of Public Instruction, Lansing, who was chosen president-elect in the ballot, is the first person to fill that office.

A recent change in the ASCD constitution paved the way for the creation of this new office, Mr. Denemark explained, and Dr. Koopman will accede to the presidency in 1957.

Dr. Gilchrist succeeds Gordon N. Mackenzie, head, department of curriculum and teaching, Teachers College, Columbia University, who ended his current term immediately following the Association's annual conference in New York City, March 19-23.

Dr. Mackenzie has automatically become vice-president of the Association for a term of one year.

Elected to three year terms on the ASCD executive committee in the same mail ballot were William M. Alexander, coordinator of in-service education, University of Miami, Miami, Fla., and Arthur W. Foshay, director, Bureau of Educational Research,

**Quick-Change Interiors
Meet Day-To-Day
Food Storage
Requirements**

**YOU CAN
CHANGE THE
INTERIORS IN MINUTES
. . . without tools**

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EVERY
INTERIOR IS
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- Stationary or pull-out shelves.
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Made in self contained, remote and pass-thru models from 15 to 90 cubic feet. Stainless steel, aluminum, baked white enameled or porcelain. Over 160 models to choose from.

50% More Useable Space

Our ball bearing pull-out shelves eliminate the dead overhead space that is unavoidable with stationary shelves.

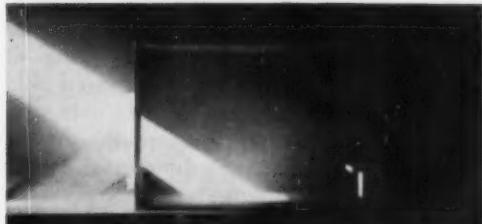
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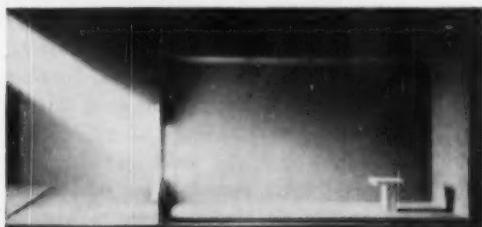
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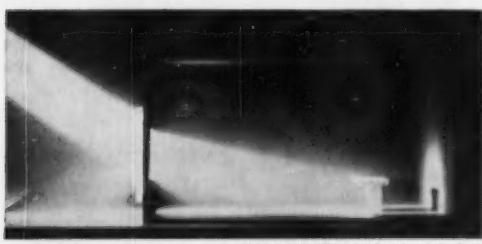
THERE'S MORE TO *daylight* THAN MEETS THE EYE



"Smoke Box" photo—window glazed with clear glass.



Diffusing glass in smoke box.



Directional diffusing glass in smoke box.

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Stop Glare and Heat with Light Diffusing Glass

Like other natural resources daylight needs to be controlled to be of greatest benefit. "Raw" daylight seldom meets specific lighting needs, since it contains a host of unwanted factors that cause discomfort and inefficiency. Obtain the results you want by specifying a glass "visioneered" to meet your requirements.

Good daylighting can be achieved with a handsome, modern, diffusing pattern which disperses softened light deep into interiors, provides comfortable, even illumination without harsh glare and sharp contrasts that cause costly eye fatigue. And if excess heat is a problem, keep interiors more comfortable with Mississippi Coolite, heat absorbing, glare reducing glass, which absorbs up to 50% of solar heat rays.

In your new building or remodeling projects gain all the benefits of natural light without the drawbacks. Control "raw" daylight by specifying Mississippi Glass. Available everywhere in a wide variety of patterns and surface finishes, wired and unwired, all "visioneered" to solve your day-lighting problems.

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SPOTLIGHT

Ohio State University, Columbus.

Continuing members of the executive committee will be Stephen M. Corey, dean, Teachers College, Columbia University, New York; and Florence E. Beardsley, director of elementary education, State Department of Education, Salem, Ore.

Five members-at-large to the board of directors were elected for four

year terms.

They are Leo P. Black, assistant commissioner, division of instruction, State Department of Education, Denver; Nelson L. Bossing, professor of education, University of Minnesota, Minneapolis; Charles H. Dent, associate professor of curriculum and instruction and coordinator of student teaching, University of Texas, Austin; Leland B. Jacobs, professor of education, Teachers College, Columbia University; Elizabeth

Zimmermann, principal, Englewood, Fla., Elementary School.

Booklet Offers Criteria For Business-Made Films

NEW YORK—Too frequently, films produced by business firms for use in schools do not meet the curriculum needs for which they were intended.

A new, sixteen-page booklet, *Criteria for Business-Sponsored Educational Films*, offers 22 points of advice on how business can aid education through producing useful, qualified films.

Issued recently by the Association of National Advertisers, the publication has been prepared with the assistance of a group of the leading advertisers of the nation.

It has the approval of two committees of the Department of Audio-Visual Instruction of NEA—the Committee on a Bill of Rights for Instructional Materials and the Instructional Materials Committee.

Four main categories—curriculum approaches, educational subject matter, production requirements, and distribution policies—are considered in the criteria to summarize the needs of the teacher in using all types of audio-visual material.

In announcing that DAVI will handle distribution of the criteria booklet to educators, Floyd Brooker, acting executive secretary, noted that "another important step has been made towards the tremendous improvement of films and other materials from American industry."

"These 22 criteria," Mr. Brooker stated, "will give our good friends in business answers to many questions they face when planning films and other materials for school use."

"In addition, teachers throughout the country will find that this document should be of assistance in the selection and evaluation of those sponsored materials which they are considering for use in their classrooms."

The criteria were prepared by the ANA Films Steering Committee with the assistance of Thomas W. Hope, Eastman Kodak Company.

The criteria established are ex-

SE-359

Want to win a DOUBLE Compliment?



You will when you color style with Pratt & Lambert *New Lyt-all Flowing Flat!* The first compliment will come when visitors or occupants of the freshly decorated rooms admire the improved appearance of the walls . . . a beautiful, velvety-smooth finish in exclusive "Calibrated Colors".

You'll win the second compliment when associates see what *New Lyt-all Flowing Flat* does for your budget. It saves labor because it's easier to apply. Saves gallonage because it spreads farther. Cuts painting time because it dries quickly. Saves annoyance of rooms being out of use . . . for there's no objectionable odor.

But the biggest saving in *New Lyt-all Flowing Flat* is in its scrubbability. Less repainting because it washes so easily, time after time, giving you beautiful, fresh looking walls through many seasons.

Your Pratt & Lambert representative is trained to help you combine economical painting with expert color planning. His services are yours without obligation.

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**GLYNN-JOHNSON
Door Control Hardware**

**designed to absorb
shock and noise**

Overhead Type Door Holders,
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ENTRANCE and CLASSROOM DOORS
opening up to 110°



Floor and Wall Type

Door Holders and Bumpers for
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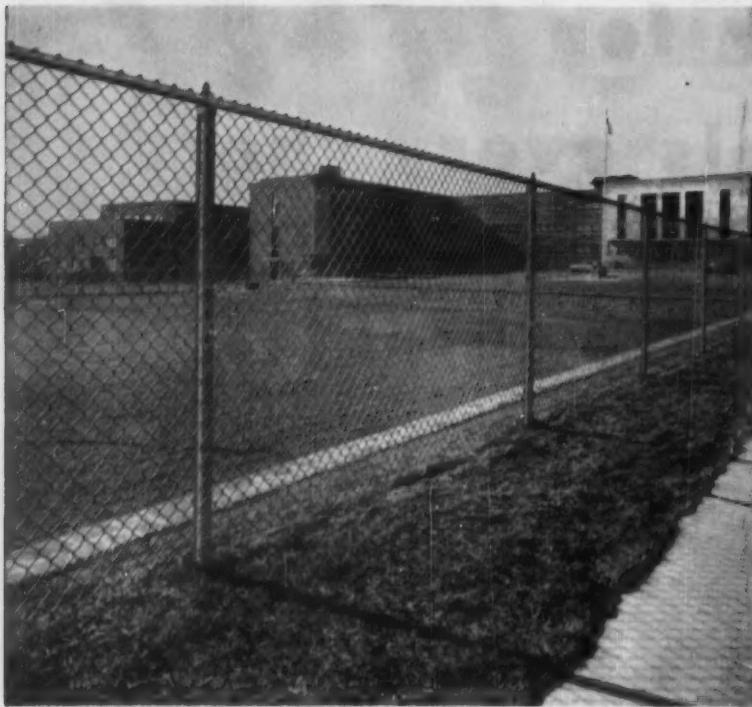


Noise quieting
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By offering a cushioned stop for violent door openings . . . GJ devices greatly reduce wear, distortion, and damage to walls, reveals, jambs, hinges, door closers, and other hardware, eliminating excessive repair and maintenance bills. By holding the door open at dismissal time the unnecessary wear and abuse of continuous openings and closings are avoided.

Behind every GJ specification is a 30 year reputation for highest quality hardware.
Send for condensed GJ School Hardware Catalog B/k5

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Every school needs an Anchor Fence

Handsome Anchor Chain Link Fence provides safety and protection for both pupils and property. By day, Anchor keeps pupils safely inside—trespassers and unwanted animals stay out. At night, Anchor stands guard against vandals and intruders . . . helps preserve an orderly, well-kept appearance.

And this 24-hour protection is low-cost too. An Anchor Fence needs no annual painting or upkeep. Deep-driven anchors keep the fence erect and sturdy year after year in all kinds of weather and soil conditions.

Insist on GENUINE Anchor Fence

Look for the famous orange-and-black nameplate that means you're getting the finest chain link fence—the fence with the zinc coating applied *after* weaving, not *before*. For a free estimate or more information, call your local Anchor office or write: ANCHOR POST PRODUCTS, INC., *Fence Division*, 6704 Eastern Avenue, Baltimore 24, Maryland.

Anchor Fence®

Division of ANCHOR POST PRODUCTS, Inc.

Plants in: Baltimore, Maryland; Houston, Texas, and Los Angeles, California.
Branches and Warehouses in all principal cities.

SPOTLIGHT

pected to have value for the preparation of many other types of teaching materials offered to schools by industry—filmstrips, pamphlets, charts, actual product samples, illustrated readers, etc.

Pointing out the need for this yardstick, John Flory, ANA Films Steering Committee chairman and Advisor on Non-Theatrical Films for Eastman Kodak Company indicated, "Nine-out-of-ten advertising and public relations films are available for classroom showings," according to a recent survey.

"However, some pictures are unacceptable or ineffective because the sponsor did not take into account the requirements of school people. We are trying to correct this."

Members of the two DAVI committees reviewed and approved *Criteria for Business-Sponsored Educational Films* before publication.

Miss Crippen Joins Chief School Officers

WASHINGTON—Blanche Crippen, director of information services for the Joint Committee on Educational Television, has accepted a place on the staff of the National Council of Chief State School Officers, according to Executive Secretary, Edgar Fuller.

Miss Crippen has the title of administrative assistant in her new position.

50 Educators, Doctors Discuss Exceptional Children

WASHINGTON—Fifty educators and medical practitioners in various areas, including psychiatry, met at the Office of Education in January upon call of Rodney Perkins, Assistant-Secretary of Health, Education and Welfare, to discuss the improvement of educational opportunities for the mentally deficient and retarded.

Among groups represented were the U. S. Childrens Bureau, U. S. Office of Educational Rehabilitation, U. S. Public Health Service, National Council of Chief State School Officers, the National Congress of Par-

**When Selecting Gymnasium
Bleachers ... Consider the
*Custodian, too***



***Universal Roll-A-Ways** are Easier
to Clean and *Keep Clean***

In addition to comfortable seating, ease of cleaning should be considered carefully when selecting gymnasium bleachers. Here's what W. R. Cordis, Superintendent, Princeville, Illinois, Community High School, has to say:

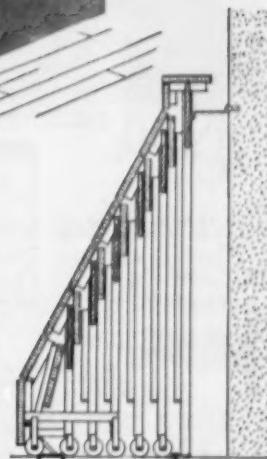
"When considering the purchase of folding bleachers, we made a tour to a number of schools to see installations of different makes. We decided on *Universal Roll-A-Ways* because of the easy operation plus the comfort and leg room which they provide... also the ease with which these stands may be cleaned following a game."

He found that both seat boards and foot boards

tilted sharply while the bleachers were being moved to closed position... dropping after-game debris to the open floor for easy sweeping. No other bleacher offered this important feature. Write today for free catalog.

THIS EXPERIENCED MAN

... Warren Larson of Warren Larson Co., 1835 Summerdale Ave., Chicago (covering northern Illinois)... is one of many *Universal* representatives throughout the nation who will be glad to show you the superior advantages of *Roll-A-Way* Bleachers. Don't hesitate to call for the representative in your area.



Above . . . cross-section of Universal Roll-A-Way in closed position. While unit is moving backward during closing operations, seat boards fold face out to form a sloping safety front and foot boards fold vertically . . . dropping all debris to the open floor for easy sweeping. Practically nothing is carried back under closed bleachers. Seat boards may be dusted quickly with large mop, as illustrated.

UNIVERSAL BLEACHER COMPANY

Champaign, Illinois • *Representatives in principal cities*

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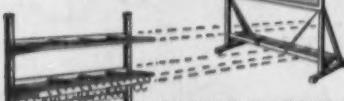


A system of multi-purpose movable steel wardrobe racks with either a chalkboard (blackboard) or a cork-board (bulletin board for pictures, maps, etc.) back. These sturdy, welded furniture steel units provide: (1) Means for holding coats, hats, overshoes and lunch boxes in an efficient and orderly manner; (2) Chalkboards or corkboards to aid class instruction; (3) Efficient, large capacity, space-saving wardrobe units, that go wherever needed, fit any space, and permit complete flexibility in room arrangement.



NO. CH-400 CHALKROBE
4'2" long, 38" deep, 6'1/4" high on glides (or 6'4" high on casters). Has shelves and hanger bars—adjustable for height—accommodate every age group.—(Hold 16 with coat hangers or 24 with coat hooks.) Off-floor shelf for overshoes and 36" x 48" chalkboard.

NO. CO-400 CORKROBE same as No. CH-400 but with corkboard back.



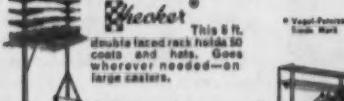
WALLMOUNT WARDROBE RACKS—Mount permanently on any wall. Shelves adjustable for height in 8" steps—accommodate any age group. Hold 4 spaced coat hangers or coat hooks per running foot. Units interlock to make continuous rack of any length.

No. AW-3 Wallmount Coat and Hat Rack 3'2" long
No. AW-4 Wallmount Coat and Hat Rack 4'2" long



WALLMOUNT ONSHOE RACKS—Mount on wall at floor level . . . extend 11 1/2" out from wall. Interlock to make rack of any length.

No. B-3 Wallmount Overshoe Rack 3'2" long
No. B-4 Wallmount Overshoe Rack 4'2" long



Checker This 8 ft. double faced rack holds 50 coats and hats. Goes wherever needed—on large casters.



Checkerette Ideal rack for choir robes or secretary. Knocks down and stores like a folding chair.

Write for Bulletin SL-51

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SPOTLIGHT

ents and Teachers and the American Parents Committee.

A considerable portion of the conference was directed toward the needs of children who require institutional care as well as to those who constitute the lower quartile in the intelligence quotient range in public schools.

The conference was opened by an address by Herold C. Hunt, Under Secretary of the Department of Health, Education and Welfare.

A program of research and construction was outlined for assistance to educators, psychologists, psychiatrists and physicians. The attack upon this problem is in keeping with the recent increasing emphasis upon education of exceptional children.

Public Will Be Represented On New Joint TV Council

ANN ARBOR, Mich.—Representatives of the Joint Council on Educational Television, an organization created by reorganization of the old Joint Committee on Educational Television, met recently with representatives of the Educational Television and Radio Center located here.

The Ann Arbor Center is represented on the Joint Council.

One accomplishment of the meeting was the decision to extend representation to include the general public.

The National Citizens Committee on Education Television was asked to appoint the public representatives to the new Joint Council.

75 NEA Employees Honored for Service

WASHINGTON—Seventy-five employees, with a service record totalling 1,560 years, received special recognition at a reception sponsored recently by NEA in the Martinique Hotel Dining Room.

The group honored represented from 10 to 34 years of individual service with NEA.

In presenting the awards, William G. Carr, NEA executive secretary,

AJUSTRITE

CHAIRS

and STOOLS for Classroom

Especially advantageous where instruments and other types of equipment are used. Biology classroom illustrated. Permits proper seat height for both standard and higher requirements.



Laboratory

AJUSTRITE was first designed and made specifically for laboratory use. Quick, easy adjustment permits just the right height for many, varied and changing requirements.



Vocational

In all departments, drafting, manual training, business education, craft shops, home economics and others—AJUSTRITE stools and chairs offer many advantages to the effectiveness of instruction.



The most popular AJUSTRITE stool. Seat adjusts 18" to 27"—has 13" diameter steel seat; hardwood seat, backrest, floor glides optional. All metal construction for lifetime durability. This one stool meets most requirements in majority of laboratories and shops which would otherwise need several sizes of ordinary stools.



A posture type chair with seat adjustment of 16" to 21", backrest horizontal and vertical adjustment of 5". Ideal for teaching and practicing posture in typing and other business classes. Some science classrooms and laboratories use this type to advantage. Also comes with higher adjustment ranges. Reasonably priced to schools.



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BUSINESS EDUCATION NEWS

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Good Posture Is The Key To Effortless Figuring

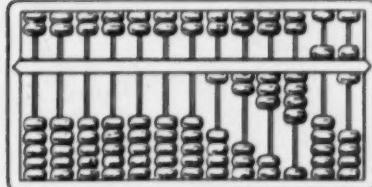
...and good posture comes naturally on an Underwood Sundstrand 10-Key

Good posture is important for speed and efficiency in figure work. It reduces fatigue and boosts efficiency. Beginning students and experienced office workers alike find good posture comes easily on the Underwood Sundstrand 10-Key Adding Machine. All numerals and operating keys are right at the fingertips of one hand, and an erect, relaxed posture feels most natural. The operator directs her full attention to the work papers—there's no tiresome looking back and forth from copy to keyboard. This easy one-hand touch control makes it possible for an operator to finish a day's work as fresh as she began. For further information on the Underwood Sundstrand 10-Key Adding Machine, check and mail coupon today!



Needed—more versatile secretaries

Secretaries today need more than typing and shorthand. Better, higher paid jobs often require adding machine experience. That's why more and more business schools are giving secretarial students basic training on the Underwood Sundstrand 10-Key Adding Machine. Students learn faster because Underwood's Multi-Flex Control Bar permits rapid changes from one calculation to another. They learn to solve all business figuring problems, including repeat addition and subtraction, short-cut multiplication, division—even credit balances—quicker and easier on an Underwood Sundstrand. Why not arrange for a free 5-day trial in your school? Fill out the coupon below.



It started with the Abacus

The abacus was man's first known adding machine. Its origin is unknown, but a version introduced in China in the 14th Century is still used today in parts of the Orient. The abacus is simply a frame with counters strung on vertical wires. The operator manipulates the counters back and forth to reach his total.

For more information, mail this coupon today!

Dr. Earl G. Nicks, Manager
Business Education Division
Underwood Corporation
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Dept. SE4

Gentlemen:

- I would like further information on the Underwood Sundstrand 10-Key Adding Machine.
 I would like a 5-day free trial (without obligation).

Name and Title.....

School.....

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City..... Zone..... State.....

Keeps dirt OUT ...Beauty IN



COSTS LESS than you think,
Saves maintenance
dollars to boot

See your terrazzo floors come alive
—their natural beauty restored.

Transparent LEGGE Terrazzo Seal accentuates true floor coloring, prevents dirt and grime from penetrating beyond surface. Routine damp sweeping replaces heavy maintenance. Your floors need scrubbing only rarely. Easy to apply, this low cost Seal retains slip-resistance even under heavy traffic.

Can be safely used on conductive terrazzo. Retains conductivity.



(Cutaway of terrazzo floor shows thousands of tiny pores. Dirt in these pores makes cleaning difficult, causes disintegration.)

Clip coupon today for details.



Walter G. LEGGE Company, Inc.
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Maintenance booklet.

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SPOTLIGHT

said, "The length of time is itself not as important as the things we've been able to achieve."

"Those who started working here 30 years ago in a few offices occupying one floor didn't dream they would one day see a five-million-dollar educational building occupying this entire site and belonging to the largest

professional organization in the world."

Marking the first recognition program in NEA's 98-year history, the reception was one of the last formal gatherings to be held on the organization's 1201-16th Street site. Those buildings will be torn down early next year to make way for the completion of the educational center.

Mr. Herbert R. Brown, director of

Korean Skates

Students at a school near Seoul make Korean ice skates from small packing box that came filled with school supplies from the American Junior Red Cross. Korean children sit on sled-like "skate" and push their way across ice with two large picks.



Red Cross photo

Buying Bleachers? Better Look Twice at Maintenance Costs



A recent survey shows that upkeep of athletic field seating averages 40c per seat per year. The biggest cost factor is in the labor required to hand scrape and refinish steel members that rust and scale in no time at all.

At PLAYTIME we lick the rust and costly maintenance bugaboo by Galvanizing Bleachers—After Fabrication. This exclusive process means that all steel members of PLAYTIME seating receive a heavy Hot-Dip zinc coating following weldment and sub-assembly. Galvanizing AF stops rust at manufacturing source . . . eliminates for years, costly painting and scraping operations . . . reduces bleacher upkeep to but pennies per seat per year.



If you're seeking bids on athletic field seating, be sure to get full particulars on PLAYTIME'S Galvanized AF Stands. They cost less and last longer!

Easy on the eyes... ...EASY ON THE BUDGET!



Smithcraft EYE-Q

two-light all-steel
louvered fixtures.



Smithcraft FEDERAL

two-light all-steel or plastic-sided
louvered fixtures.



Smithcraft MERCURY

two-, three-, or four-light all-steel
louvered fixture.



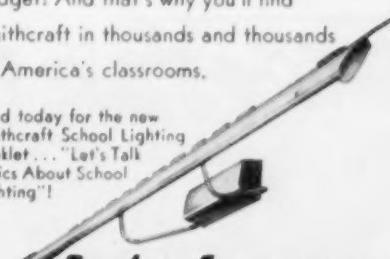
Smithcraft SHERATON

two- or four-light plastic-sided
louvered fixtures.

The need for good lighting in today's schools is as inflexible as today's school budgets. It's as unwise to compromise with the quality of lighting as it is impossible to increase a rigid construction budget.

Under these conditions, the lighting of school classrooms represents a design and production problem that Smithcraft is proud to have solved. The lighting fixtures illustrated on this page meet ideally the six Basic Factors of School Lighting: Economy, Efficiency, Ease of Installation, Ease of Maintenance, Appearance and Safety. These factors are your guide to the best in lighting at costs well within the most stringent budget! And that's why you'll find Smithcraft in thousands and thousands of America's classrooms.

Send today for the new Smithcraft School Lighting Booklet... "Let's Talk Basics About School Lighting"!



Smithcraft CHALKBOARDER

specifically designed for proper illumination
of chalkboard, bulletin boards, etc.

Smithcraft

LIGHTING DIVISION
CHELSEA 50, MASSACHUSETTS

America's finest fluorescent lighting

SE-369

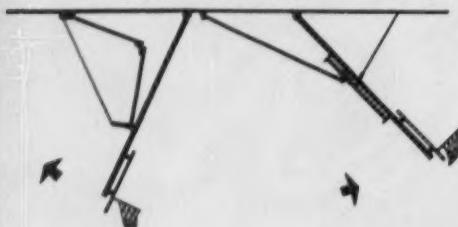
BASKETBALL GYM—TO AUDITORIUM

By Push Button

- Remote control—two-minute cycle, electrically operated—self breaking.
- One winch operates up to four units at one time.
- Tubular steel—light weight, three-point—Rigid—Self-locking unit.
- Back stops to fit any building or condition—Ceiling mounted, folding or stationary—Wall mounted, folding gate type or stationary.

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PAGE FENCE

America's First Chain Link Wire Fence—since 1883



You need a fence if the children lack protection against common hazards. And you certainly want time-tested quality in the safeguard you provide. Whether you choose heavily galvanized Copper-Bearing Steel, corrosion-resisting Aluminum, or long-lasting Stainless Steel, PAGE Fence is quality controlled from raw metal to rugged fence erected on metal posts deep-set in concrete. Available are 8 basic styles, varied by heights, types and sizes of gates, and top rails. Finally, your PAGE Fence will be expertly erected by a reliable, technically trained firm permanently located in your vicinity. For important fence data and name of nearest PAGE firm—

Write to PAGE FENCE ASSOCIATION in Monessen, Pa., Atlanta, Bridgeport, Chicago, Denver, Detroit, Houston, Los Angeles, New York, Philadelphia or San Francisco.

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SPOTLIGHT

personnel, read the individual service record as each of the 75 employees received his award from Dr. Carr.

Diamond pins were presented to those who had completed 25 years or more with NEA, and certificates citing their service to education were given those who had been on the staff ten years or longer.

Linda Parent, six-year old daughter of Mr. and Mrs. Raymond Parent, Alexandria, Va., was NEA's guest at the reception and represented the school children of America, in whose behalf the association works.

She presented a pin to Dr. Carr, who has been with NEA 27 years, and expressed appreciation for the efforts all of NEA employees who work in the service of the nation's schools.

Linda is in the first grade at Bucknell Elementary School in Alexandria. Her teacher is Mrs. Ray Goodwin.

Hunt Leads Speakers at Science Teachers Meeting

WASHINGTON—Herold C. Hunt, under-secretary, U. S. Department of Health, Education and Welfare, was one of the principal speakers at the fourth national convention of the National Science Teachers Association, held here March 14-17.

The convention theme was: "Problem Solving: How We Learn." Headquarters were at the Shoreham Hotel.

Dr. Hunt made the keynote address at the opening session, speaking on "The Learning Problem."

Other top speakers who discussed various aspects of the convention theme included: Fletcher Watson, associate professor, Harvard Graduate School of Education; Stephen M. Corey, dean, Teachers College, Columbia University; Leo Klopfer, graduate assistant, Harvard Graduate School of Education; William H. Jackson, head, department of science education, Tennessee A and I University, Nashville; Harry Passow, Horace Mann - Lincoln Institute School of Experimentation, Teachers

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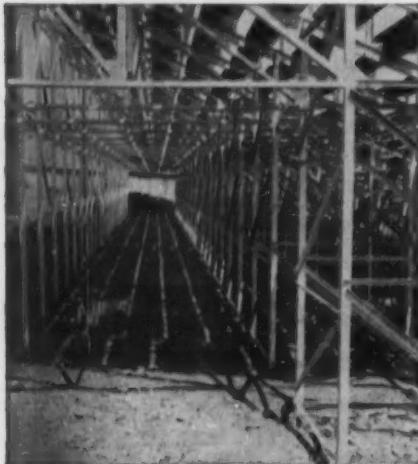
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SPOTLIGHT

College, Columbia University; Paul deH. Hurd, assistant professor of education, Stanford University; Ernest Bayles, professor of education, University of Kansas; and Herman Schneider, City College of New York.

McPherson Heads AV Work At Wayne University

WASHINGTON—James P. McPherson, executive secretary, Department of Audio-Visual Instruction, has announced his resignation to accept permanent appointment as director, Audio-Visual Consultation, Wayne University, Detroit, after a year's leave of absence from his work at NEA headquarters.

The NEA Executive Committee is expected to announce Dr. McPherson's successor this spring. Floyd E. Brooker, former consultant, Educational and Television Center, Ann Arbor, Mich., has been acting secretary during Dr. McPherson's absence.

Reid Wins Eisenhower Fellowship for Study Abroad

WASHINGTON—Robert H. Reid, executive assistant to NEA's Committee on International Relations, has been awarded an Eisenhower Fellowship, and will take ten months leave of absence to study school problems in Europe, Africa and Asia.

The awards have been "established in honor of the President on a non-partisan basis, for citizens of the United States and of the other free nations. They are completely non-political and independent of established educational institutions, offering training in leadership as a positive force for international friendship."

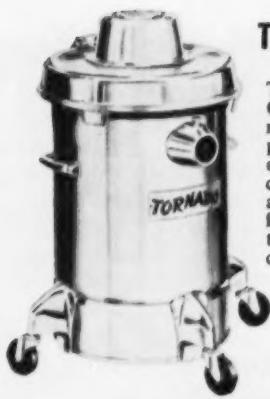
Mr. Reid has been with NEA since 1949. He began his career as an educator in Malverne, N. Y., public schools, and has been a teacher of history and other subjects, a social studies coordinator, and a public relations director.

He came to NEA from the faculty at Teachers College, Columbia Uni-



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SPOTLIGHT

versity, where he taught in the Social Science Department.

**Four HS Students Win
Voice of Democracy Race**

WASHINGTON—The final competition in the "Voice of Democracy" contest took place here recently, with one and one-half million high school students engaged in the race.

Four national co-winners were selected from the twelve semi-finalists screened from 47 states, the District of Columbia, and Hawaii. The only state not providing an aspirant for the final honors was Kansas.

While the participants from that state competed at the local and state level, state regulations of long standing prohibit entering a contest for which there are substantial monetary rewards.

American high schools in Germany, attended by the children of military personnel located there, entered the contest for the first time with the prescribed five-minute presentation entitled "I Speak For Democracy."

Awards were made by Bradshaw Mintener, assistant secretary, Department of Health, Education, and Welfare, to Gabriel Kajeckas, Gonzaga High School, Washington; Dennis P. Longwell, Herrin Township, Ill., High School; Jan Hogen-dorn, Oskaloosa, Iowa, High School and Isabel Marcus, Teaneck, N. J., High School.

**Miss Perry Joins Staff
Of Classroom Teachers**

WASHINGTON—Margaret Perry, NEA state director for Oregon, and teacher in Monmouth, Ore., Elementary School, has been appointed assistant executive secretary of the Department of Classroom Teachers and will join the headquarters staff in Washington, D. C., in September.

Miss Perry, who was selected by *McCall's* magazine as Teacher of the Year for 1955, has served in many capacities in state and national pro-

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CLASSMATE Unit Table No. 549. Amerex plastic top, visible-storage book-box with natural corner entry. Height adjustable in 1" increments. Silicone-floating glides self-level to uneven floors. Aluminum scuff-strips on feet.

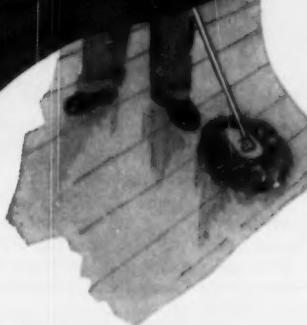
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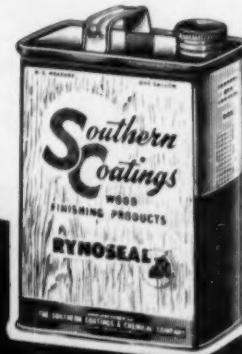
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DCT, one of the largest departments of the National Education Association, comprises approximately 85 percent of the total NEA membership which is now over 613,000.

**DAVI Meeting Studies
"Educational Realities"**

DETROIT—Approximately 1,500 educators and audio-visual specialists from all parts of the nation attended the 1956 national convention of the Department of Audio-Visual Instruction held here, March 12-16, according to Floyd E. Brooker, acting executive secretary.

The convention, which had as its theme "Audio-Visual Leadership Faces Educational Realities," began with an address by Virgil Rogers, dean, School of Education, Syracuse University, Syracuse, N. Y.

Other major talks were by DAVI President Walter Wittich, director, Bureau of Audio-Visual Instruction, University of Wisconsin, Madison; Lyle W. Ashby, NEA assistant executive secretary for educational services, and Gordon Sabine, dean, College of Communication Arts, Michigan State University, East Lansing.

A convention high spot was a special telecast demonstrating educational television in action, presented by William Wood, manager of Detroit's Educational Television Station WTVP.

Student projectionists from the Detroit metropolitan area schools attended a special convention session to meet audi-visual specialists and other leaders in the field, and to visit the commercial exhibits of the latest audio-visual equipment and materials.

The convention program was organized around "professional progress" seminars on such topics as: budgeting for public school, college and university audio-visual programs, developing teacher competency in audio-visual instruction, curriculum trends, in-school radio and research.

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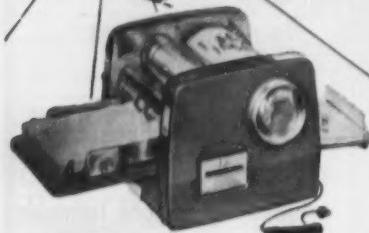
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Michigan Audio-Visual Association was held in conjunction with the DAVI convention.

Miami Plans \$34 Million School Building Program

MIAMI, Fla.—Metropolitan Miami plans to spend \$34,500,000 during the next three years, to keep school facilities abreast of a rapidly increasing population.

The program will provide 1,153 new classrooms to house over 34,000 pupils.

It also will provide 27 libraries, 23 cafeterias and 11 auditoriums, an administrative building, a transportation building and warehouse, a parental school and \$2,000,000 in school sites.



The parental school, first to be established in the Miami area, is to care for school-age children of working mothers in much the same manner as a boarding school. The initial unit will cost \$280,000.

A senior high school, five junior high schools, two junior-senior highs and 20 elementary schools are planned.

Overwhelmingly approved by the electorate, the plan is contingent only on court clearance, usually a matter of form. The program is an extension of one begun in 1954 on which \$15,792,539 has been spent or budgeted.

The average expenditure on new school buildings is expected to run about \$1,500,000 each for the senior high school and two junior-senior high schools, \$1,050,000 each for the five junior highs and \$425,000 for each of the elementary schools.

The Miami school system is faced with an unusual problem. It must be prepared to admit hundreds of stu-

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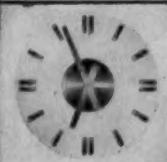
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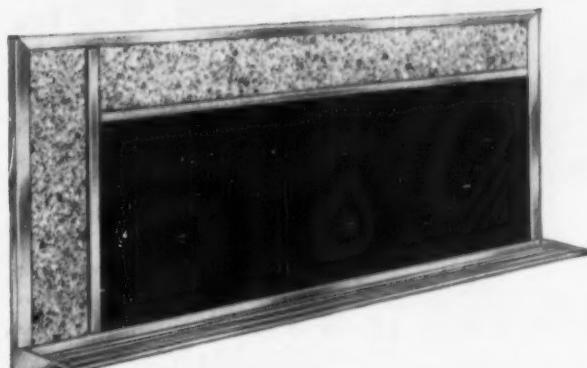
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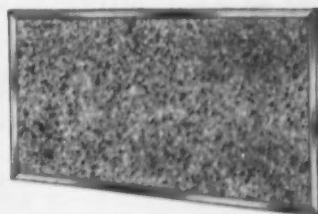
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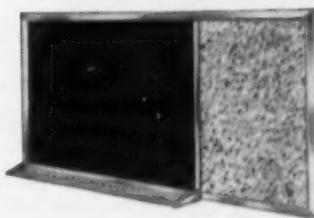


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dents of winter visitors at various times during the season. It has a new problem this year, the reactivation of the Homestead Air Base, which will bring in 2,400 additional families.

School enrollment in metropolitan Miami has been increasing at a rate of between 10 and 12 percent a year. For the opening month of this year it was 109,779.

Last year it was 97,741 for the opening month. The peak enrollment last year was 101,881 and the peak this year is expected to be near 115,000. The peak enrollment five years ago was 68,396.

One of the first objectives under the new program will be to construct permanent buildings where portables are now used, releasing the portables for use in newer school areas.

Since the end of World War II, a total of \$37,720,000 has been spent to build new schools and enlarge existing ones in the Miami area. This is exclusive of the \$34,500,000 to be spent within the next three years.

**Southwest Superintendents
Hold Drive-in Meeting**

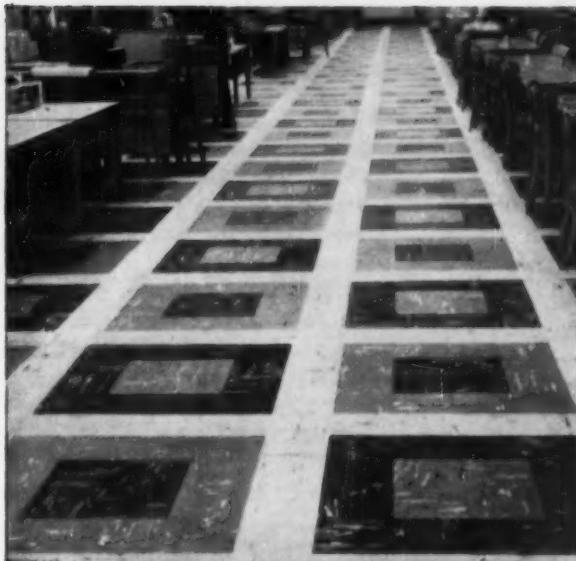
NEW ORLEANS—Educational leaders in Arkansas, Oklahoma, New Mexico, Texas and Louisiana are expected to take part in the Southwest Regional Drive-In Conference of Community School Superintendents here, April 15-17.

The Louisiana Association of School Administrators will be host to the two-day meeting and the Association's president, L. A. Gayer, from Marksville, La., is conference chairman. Headquarters will be in the Hotel Jung.

The program is being developed around the general problem of public participation in school planning. Among topics to be discussed in group discussion meetings are retirement and social security, pupil transportation, school housekeeping, pupil insurance programs, purchasing school supplies and instructional improvement.

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5. Greater Resilience

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members of the conference planning committee: T. C. Bird, Santa Fe, N. M.; Roy Boyd, Lubbock, Texas; G. L. Hollabaugh, Broken Arrow, Okla.; Earl Nunn, Springer, N. M.; and Cecil Shuffield, Nashville, Ark.

The meeting is sponsored jointly by the Division of Rural Service, NEA, AASA and the Chief State School Officers.

MIT Offers Fellowships For H.S. Science Teachers

CAMBRIDGE, MASS.—A national competition for fellowships for high school teachers of chemistry, physics, and biology throughout the country to attend a special program at the Massachusetts Institute of Technology during the summer of 1956 was announced by MIT recently.

Ernest H. Huntress, director of the MIT Summer Session announced today that generous assistance from the Westinghouse Educational Foundation will make possible a total of

80 fellowships to help meet the costs of attending a special program.

First established in 1949, this program will be the eighth offered to science teachers by the Institute. During this period 371 teachers representing all but two of the 48 states have participated as winners of Westinghouse Fellowships.

This year's fellowship winners will attend a six-week program of study at MIT from Monday, July 2 through Friday, August 10.

Designed by a special faculty committee, the program will provide a review of fundamental subject matter in physics, chemistry and biology, and a survey of recent scientific developments not only in these fields but also in meteorology, geology and aeronautical engineering.

Misner Meets With Heads Of State Assns. in May

CINCINNATI, Ohio—Paul J. Misner, superintendent of schools, Glencoe, Ill., and president, AASA, will meet with the presidents of state associa-

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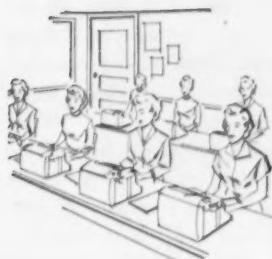
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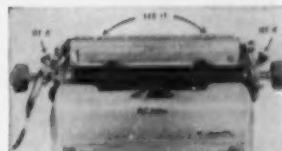
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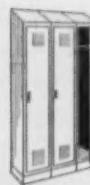
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tions of school administrators here, May 3-5.

This will be the tenth annual workshop-type meeting called by AASA for the study of problems of mutual concern to state and national leaders. Sessions will be held in the Netherland Plaza Hotel.

NEA Freedom Committee To Report on Gaffney Case

WASHINGTON—The Committee on Tenure and Academic Freedom of NEA will issue a report in March on a recent investigation made of the dismissal of school personnel in Gaffney, S. C., according to Virginia Kinnaird, NEA headquarters contact for the Committee.

The investigation was made at the request of the South Carolina Education Association.

Harris Elected Head of Rural Superintendents

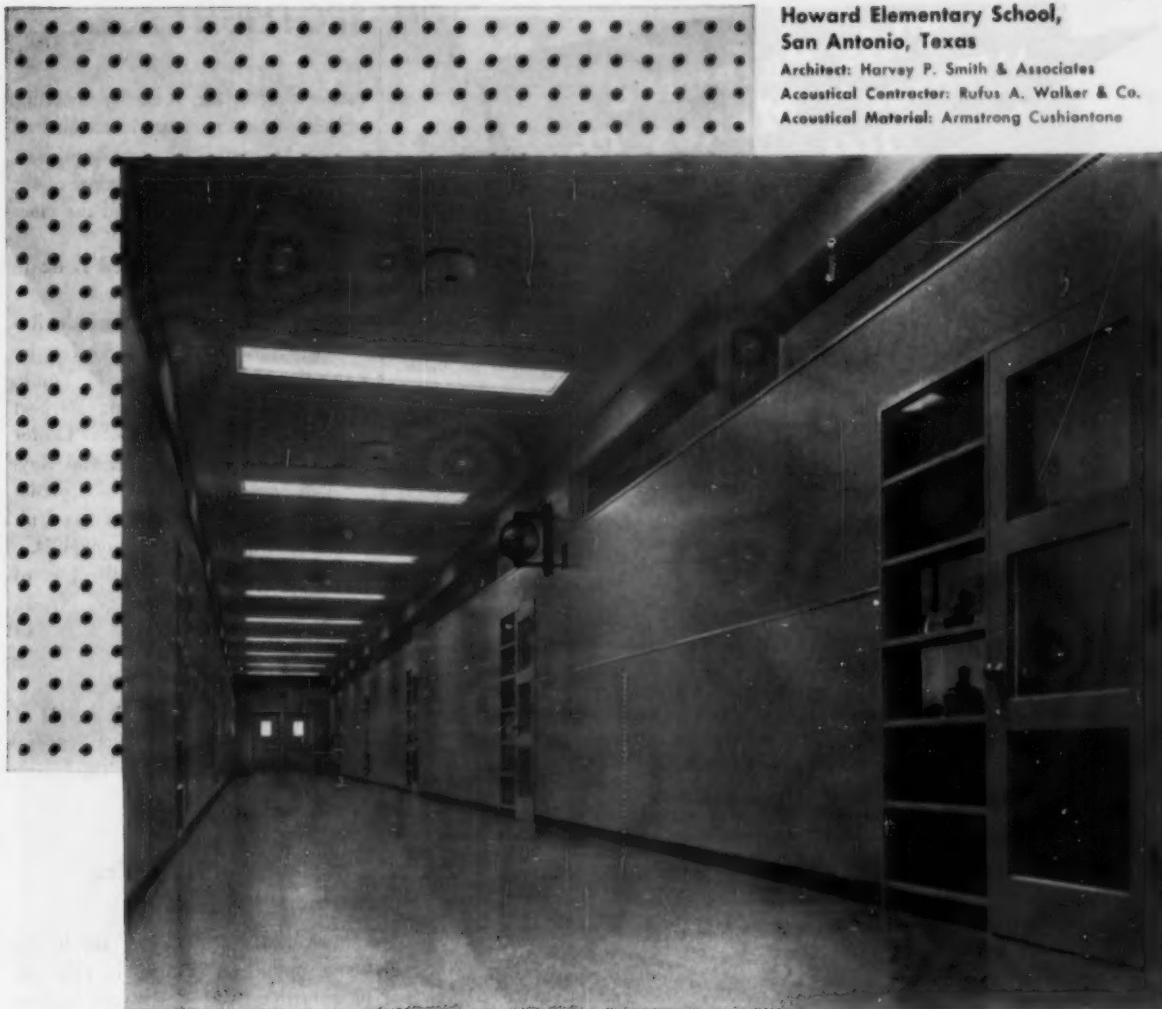
WASHINGTON—R. H. Harris, superintendent of schools, Caldwell County, Lockhart, Texas, has been elected president of the Department of Rural Education in a mail ballot, according to Howard Dawson, executive secretary.

Mr. Harris assumed office at the annual meeting of the Department at Atlantic City on February 20, succeeding Clifton B. Huff, professor of education, Kansas State Teachers College, Emporia.

ICEC Meeting Focuses on Special Problem Education

MINNEAPOLIS—"Meeting the Needs of Children and Youth with Special Problems" will be the theme of the 34th annual convention of the International Council for Exceptional Children to be held here April 10-14, according to Harley Z. Wooden, executive secretary.

ICEC President Francis E. Lord, coordinator of special education, Los Angeles State College, will make the keynote address at the opening session. Some of the nation's top educators and specialists will consider various aspects of the convention



These ceilings keep noise from traveling in open-plan school

Interchangeable partitions at San Antonio's Howard Elementary School are formed in part by storage wall cabinets. Only partial height, they assure maximum cross ventilation and lighting. To keep noise from echoing through the open areas above the partitions, sound-muffling ceilings of Armstrong CushionTone were installed.

A perforated wood fiber material, CushionTone soaks up as much as 85% of the sound waves that strike it, keeping sound from building up into noise. To provide the most efficient acoustical trap, CushionTone ceilings in the classrooms are installed a foot lower than those in the corridors.

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Acoustical Material: Armstrong CushionTone

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theme during the four-day meeting.

Paul Misner, superintendent of schools, Glencoe, Ill., and president, AASA, will be principal speaker at the annual luncheon meeting at the close of the conference.

His topic is "A Forward Look in Special Education."

Other major speakers include Romeine P. Mackie, chief, Section on Exceptional Children and Youth, U. S. Office of Education; Herbert Feigel, director, Minnesota Center for Philosophy of Science, and Reynold A. Jensen, professor of psychiatry and pediatrics, both of the University of Minnesota, Minneapolis.

Elizabeth M. Kelly, director of special education, Newark N. J., public schools, and president-elect of ICEC, will present a report on "The White House Conference as It Relates to Special Education" at one of the conference sessions.

Headquarters will be in the Nicollet Hotel.

Effect of Math on Era Studied by NCTM

MILWAUKEE, Wis.—How much depends upon mathematics in this age of guided missiles and super rockets will be one of the main topics at the 34th annual meeting of the National Council of Teachers of Mathematics here, April 11-14, according to M. A. Ahrendt, executive secretary.

This topic will be explored at one of the general sessions by Vincent Cushing, manager, Propulsion and Structure Division, Armour Research Foundation, Chicago, who will discuss "Mathematics and the Guided Missile."

Other top speakers include R. M. Thrall, professor of mathematics, University of Michigan, Ann Arbor; W. L. Duren, dean, College of Liberal Arts, University of Virginia, Charlottesville; and R. E. Langer, professor of mathematics, University of Wisconsin, Madison.

One of the high spots of the program will be a section meeting at which exchange teachers will give reports on the teaching of mathemat-

SHE WANTED TO KNOW WHO *but she stayed to learn how*

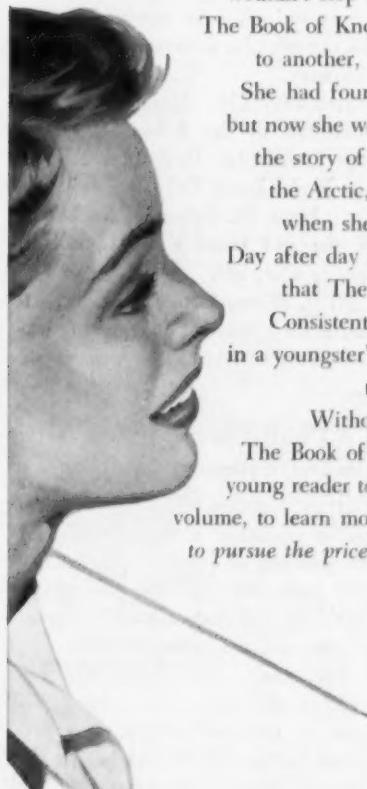
SHE looked at me with her bright, curious, 12-year-old eyes. "Can you please tell me where to find out about the first explorers at the

North Pole?" We went across the room, this eager youngster and I, and from the shelves I handed her the index volume of *The Book of Knowledge*.

Back at my desk, I watched her reading, and I smiled, knowing that I had started another child on a wonderful kind of treasure hunt.

In Volume 12 she found her answer, and I saw her stubby pencil making rapid notes. But I knew she wouldn't stop there, for—as always with *The Book of Knowledge*—one question was leading to another, and that one to the next. She had found the who and written it down, but now she wondered about the why and the how... the story of the compass, the geography of the Arctic, the culture of the Eskimo. It was late when she finally put the volumes back and left. Day after day I observe this compelling fascination that *The Book of Knowledge* has for children. Consistently it seizes any small spark of interest in a youngster's mind, and consistently it fans this into a deeper desire to learn.

Without fail, and without effort, *The Book of Knowledge* seems to encourage the young reader to turn the page, to get out the next volume, to learn more than just one answer, to pursue the priceless treasure hunt for knowledge.



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20 separate volumes with a quick, fact-finding cross-index in the 20th volume. Importantly revised, newly laid out. Big bleed photographs, more-readable-than-ever type. 13,000 illustrations of which 700 black and white and 118 color pictures never appeared in *The Book of Knowledge* before. More facts, greater unity and coherence than ever.

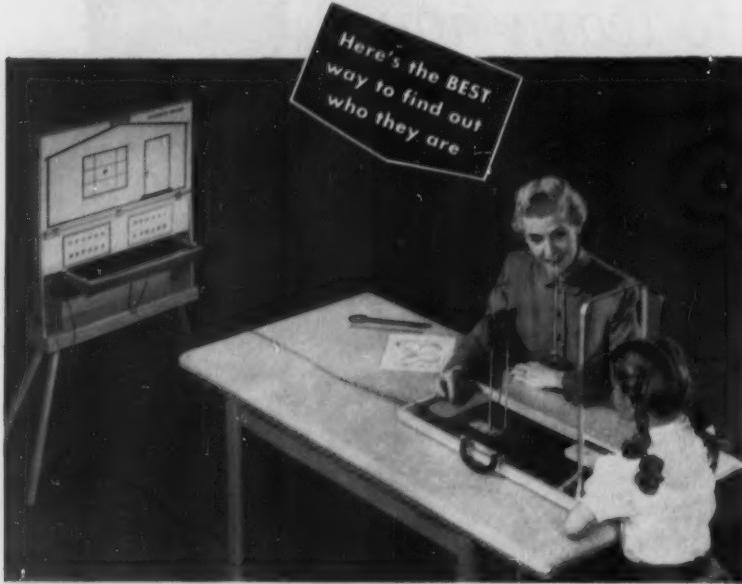
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Easy-to-Use! Complete, well illustrated manual contains brief, concise details on how to conduct the test. No special training necessary for the examiner. Built in transformer permits only 6 volts to reach the desk unit — protection for the examiner and student.

Well Constructed! Distance target washable, made of sturdy composition board. Built-in folding legs snap into position. Hand crafted hardwood cabinet, metal hinges and locks, quality optics, sturdy electrical components all guarantee years of service. Complete unit folds into compact carrying case with convenient handle. Dust and rain jacket included. Information at nearly 300 AO Offices or write

SPOTLIGHT

ics in foreign countries.

Special section meetings will be devoted to such current topics as the revision of the high school mathematics curriculum to meet modern and future needs, and how to direct more gifted students into mathematical careers.

Marie S. Wilcox, teacher, Thomas Carr High School, Indianapolis, Ind., is president of the National Council, which is a department of NEA.

Loser, Scott, Spinning and Warren Honored by AASA

ATLANTIC CITY, N. J.—Five long-time members of AASA who have recently retired, were honored during the organization's convention here in February.

Honorary Life Memberships were presented to the following former superintendents: Paul Loser, Trenton, N. J.; Zenos E. Scott, Louisville, Ky.; James M. Spinning, Rochester, N. Y.; and Julius E. Warren, University City, Mo.

A. H. Skean, former manager, Atlantic City Convention Bureau, was also honored during the ceremony.

UN Publishes Study On Delinquency

UNITED NATIONS—The UN has recently published a factual study of the problem of juvenile delinquency and measures for its prevention, based on national and international policies and programs.

The study, constituting the full issue of the latest *International Review of Criminal Policy*, was prepared by the UN Secretariat for the United Nations Congress on the Prevention of Crime and the Treatment of Offenders, which met in Geneva in the summer of 1955.

In dealing with what is considered a universal problem which is becoming increasingly serious, the report is divided into five main parts.

Part I is concerned with UN activities in the field of juvenile delinquency, and is followed by sections

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**HEAVY DUTY CLEANING AND
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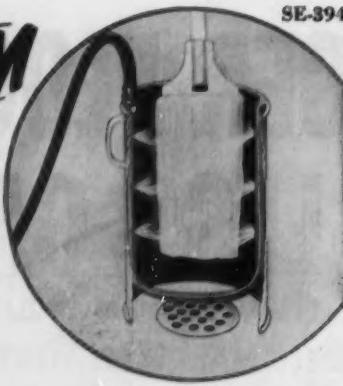
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SPOTLIGHT

dealing with fundamental considerations for the formulation of a policy for the means of prevention, touching upon the role of state, community, family, school, police and social services.

Part IV of the study is concerned with the role of the courts and treatment measures and Part V with a review of the existing situation.

With respect to the latter part, the report notes that the increase in juvenile delinquency has been related in some of the less developed countries to changing economic conditions, "especially the impact of industrialization," and that "there seems to be a relationship between industrialization, when it is not accompanied by adequate protective social welfare measures, and juvenile delinquency."

And although an increase in population and juvenile delinquency are related, in certain countries the latter is increasing at a greater rate than the former.

It cites as an example, figures compiled by the United States Children's Bureau showing that the number of children passing through the nation's juvenile courts grew from 300,000 in 1948 to 435,000 in 1953, and that only 1 percent of this increase could possibly be attributed to an enlarged juvenile population.

Ashby Exec. Committee Of Social Work Group

WASHINGTON—Lyle W. Ashby, assistant executive secretary for educational services of NEA, has been elected to the executive committee of the National Conference of Social Work.

Dr. Ashby will serve a three-year term with NCSW, an official group of public and private agency spokesmen who are concerned with social work in the United States.

At present, the organization has approximately 4,600 individual and 1,200 agency members.

The major function of the Conference is to provide an educational forum for the critical examination



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of basic social welfare problems and issues.

Benjamin E. Youngdahl, dean, George Warren Brown School of Social Work, Washington University, St. Louis, Mo., is president of the organization. Headquarters for the Conference is in Columbus, Ohio.

Wheeler Elected Chairman Of Safety Commission

WASHINGTON—Hubert Wheeler, Missouri state commissioner of education, has been elected chairman of the National Commission on Safety Education, reports Norman Key, Commission executive secretary.

Commissioner Wheeler succeeds Burt P. Johnson, superintendent of schools, Tenafly, N. J., and will take office on June 30. He has been active in Commission activities since becoming a member in 1951 and has served as speaker, discussion leader, panel moderator and consultant at many Commission-sponsored meetings and conferences.

Moran Joins MENC Staff As Assistant Exec. Secy.

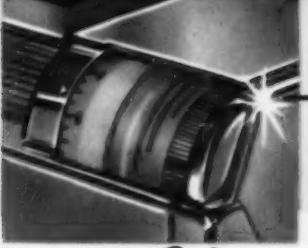
WASHINGTON—Gene Moran, former president of the Virginia Music Educators Association, has been appointed assistant executive secretary of the Music Educators National Conference, according to Vanett Lawler, executive secretary.

Mr. Moran assumed his duties on January 1. He is a native of Indiana and is a graduate of Indiana State Teachers College, Terre Haute.

Prior to joining the MENC staff, Mr. Moran was director of instrumental and choral music at Westfield, Ill., High School. He has also taught in the Shenandoah County Schools in Virginia, and was supervisor of student teachers at Madison State College, Harrisonburg, Va.

Instructional Materials Begins Publication

WASHINGTON—The first issue of *Instructional Materials*, new official journal of the Department of Audio-



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Visual Instruction, was published in February.

The magazine will be published monthly, except July, August and September, and will report on the entire range of instructional media—motion pictures, television, radio, filmstrips, exhibits, bulletin boards, models, still pictures and printed materials.

Information on subscriptions is available from the Division of Audio-Visual Instruction, 1201 Sixteenth St., N. W., Washington.

DAVI members will receive the journal as a part of their membership.

NADW Sponsors Workshops In Indiana U., San Francisco

WASHINGTON—Two summer workshops at which deans and counselors may earn graduate credits will be sponsored by the National Association of Deans of Women, according to Barbara Catton, executive secretary.

The first will be held at San Francisco State College, June 18-22; the second at Indiana University, Bloomington, July 7-11.

Ruth O. McCarn, assistant dean of students, University of Chicago, will be workshop leader at the first session.

Further information regarding the session may be obtained from Dean Dorothy E. Wells, San Francisco State College, 1600 Holloway Ave., San Francisco 27.

The Indiana University workshop will be devoted to a study of personnel administration for women students at the college level. The session will include group discussions, lectures, and library work.

Write Kate Hevner Mueller, professor of education, Indiana University, Bloomington, for further details.

Scandinavian Seminar Offers Study Abroad

NEW YORK—Once again, The Scandinavian Seminar for Cultural Studies is offering nine months study in

Scandinavia to American students.

The non-profit making institution sponsors studies in Denmark, Norway, or Sweden. Thirty-eight American students are now entered in seventeen folk schools. This is the Seminar's seventh year.

The students take part in five weeks of orientation courses, live with families for six weeks and then attend the folk schools which are residential colleges where the principal

emphasis is on the study of the humanities.

Paul Scheid, professor of education, Oberlin College, Ohio, is academic advisor to the program.

College juniors are now being admitted for full credit. Most students are under the graduate programs.

Students acquire a knowledge of Scandinavian languages and culture and may carry out research in their particular fields of interest.

SE-399



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WASHINGTON SCENE

news from the Capital affecting education

Office plans studies

FEDERAL AGENCIES, COMMERCE and industry, professional organizations, state departments of education and local school districts frequently call upon the services of the U. S. Office of Education for information about education, statistical and otherwise.

To satisfy this demand, a new research program has taken shape at the Office of Education, pursuant to action taken by the 83rd Congress in Public Law 531. Under the terms of that act, the Office will enter into contracts or jointly financed agreements with universities, colleges and state educational agencies qualified to conduct surveys, experiments and demonstrations in the field of education.

The program will get underway as soon as the necessary appropriations are made by Congress for defraying expenses of these projects. In anticipation, the Office, under Deputy Commissioner John R. Rackley, is organizing for action.

To assist Dr. Rackley, the U. S. Commissioner has appointed, in keeping with the law mentioned, an advisory committee of five research specialists "competent to evaluate proposals as to the soundness of their design, and the possibilities of securing productive results."

These specialists, and others, have collaborated in defining the areas to be studied. There are to be three of these.

The first will deal with the conservation and development of human resources; the second with housing and staffing the nation's schools and the third with the educational implications of expanding technology and economy.

The first area will include study of the mentally retarded, gifted children, juvenile delinquency and the retention of students in schools and colleges.

In the second area of the study, much progress has already been

made insofar as elementary and secondary schools are concerned. Current legislation now in the Congressional hopper has required and produced extensive information about the shortage of teachers and school buildings. Realizing that within a decade the same shortages will exist in colleges and universities, the institutions of higher education will also be surveyed for their needs.

In the third area, study will be given to the adaptation of the educational program to modern needs. Emphasis will be placed upon vocational education. The mobility of United States population has been greatly stepped up by the demands of war, and made possible by rapid and cheap methods of transportation.

The problems resulting from the movement of students will constitute an important project for study. Attention will also be given to the educational needs of low income, rural families. Television, as a modern instrument of audio-visual education, will be carefully examined.

More WH conferences

THE WHITE HOUSE Conference on Education has stimulated an interest in further exploration of public services, some educational and others not so directly in that field. A White House Conference on Nursing has been called for, and a Presidential committee now in the making to study the needs of higher education may lead to another national conference, devoted to the problems of colleges and universities.

This committee will consist of 25 members, with a ratio of two laymen to one educator, in keeping with the proportion established in the White House Conference on Education.

The action is pursuant to President Eisenhower's education message to Congress on January 12, when he said he expected to appoint a special commission to examine "all of

the problems of education beyond high school, and to encourage active and sympathetic attack on them."

Among the problems certain to be studied by this committee is the anticipated increase in enrollment as the effect of the higher birthrate moves on to the more advanced levels of education. Enrollments in these institutions now stands at about three million, but is expected to double in the next ten or fifteen years. In these institutions, there is also a growing shortage of teachers which, it is hoped, may be solved before it becomes as acute as it now is in the elementary and secondary schools.

School aid waits action

THE KELLEY BILL, HR 7535, to provide emergency federal aid to school construction, still rests quietly in the House Rules Committee. It is not expected to violate its seclusion until after Easter. In the meantime, not only professional educators, but laymen and officers of state and national government, are seeking support for its passage.

The amendment threatened by Congressman Adam Clayton Powell (D.-N. Y.), to withhold federal assistance from states which have not yet solved their racial integration problems, remains the principal hurdle.

Marion B. Folsom, Secretary of Health, Education and Welfare reasserted the Federal Administration's support of school construction legislation and urged early enactment before administrators assembled for their 82nd annual convention in Atlantic City, February 18-23.

The Cabinet member joined President Eisenhower in stating opposition to any complicating amendments. Secretary Folsom said the process of integration in the public schools originated in the courts and should remain in that province.

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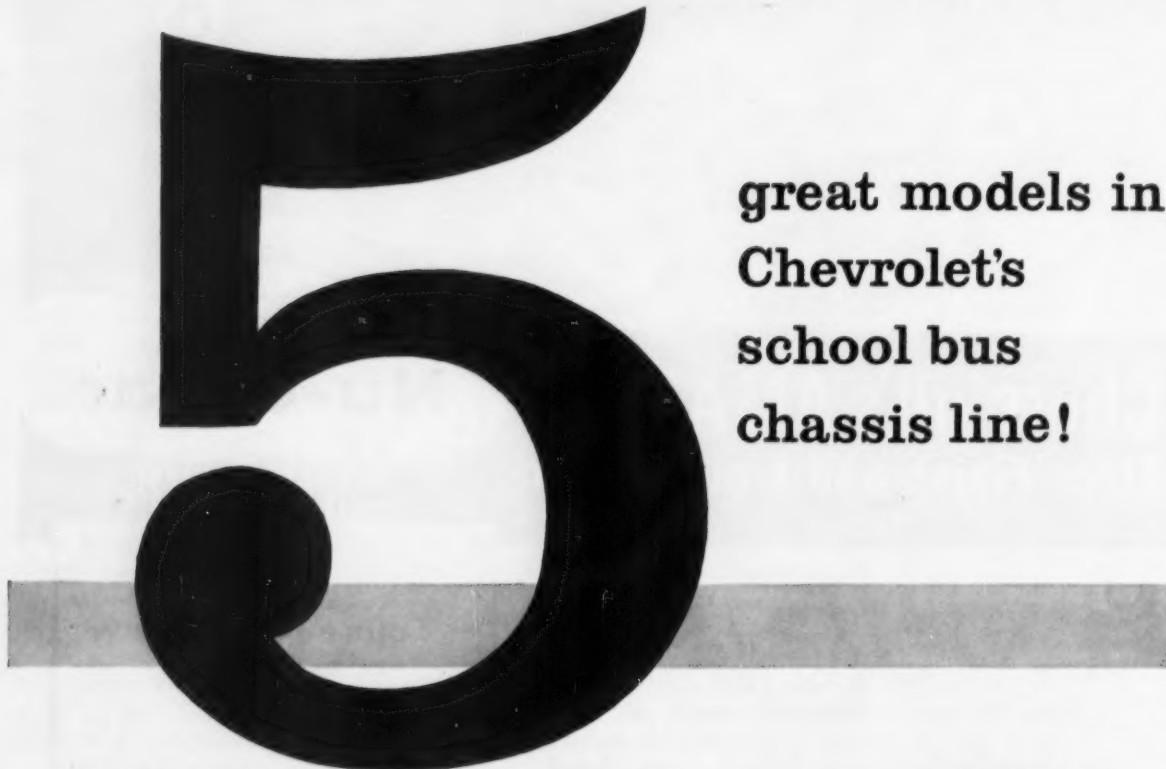
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MODEL 8882

220-inch wheelbase chassis,
48- to 54-pupil capacity

• Here's Chevrolet's brawnliest all-new chassis model for '56, featuring the new 322-cu.-in. Loadmaster V8, a new 5-speed transmission, heavier frame, Power Brakes and tubeless tires - all as standard equipment. The convenience and safety of Power Steering is optional at extra cost. Maximum G.V.W. is 22,000 pounds.

• Completely new for '56! Modern short-stroke V8 power is standard in this high-capacity model in combination with Chevrolet's famous 4-speed Synchro-Mesh transmission. Standard features include Power Brakes and tubeless tires. Power Steering is available as an extra-cost option. Maximum G.V.W. is 19,000 pounds.

• Chevrolet's heavy-duty Thriftmaster 6, teamed with 4-speed Synchro-Mesh, supplies the power for this model. Short-stroke V8 power and new 5-speed transmission, optional at extra cost. Excellent weight distribution and handling ease are important features. Power Brakes standard. Maximum G.V.W. is 18,000 pounds.

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- Each one of these new Chevrolet models has what it takes to bring peak efficiency to your school bus operation. Each one is equipped with the most modern school bus chassis features money can buy — features that pay off in extra safety and stamina, greater economy and dependability! And each one meets or exceeds the most recent National Minimum School Bus Standards.

See your Chevrolet dealer for the models that best suit the requirements of your school bus system. . . . Chevrolet Division of General Motors, Detroit 2, Michigan.



MODEL 6702

194-inch wheelbase chassis,
42- to 48-pupil capacity

- Standard equipment includes: 6-cylinder high-compression valve-in-head engine, 4-speed Synchro-Mesh transmission, Power Brakes and tubeless tires. Chevrolet's high-powered Taskmaster V8, the new 5-speed transmission and Power Steering are optional at extra cost. Maximum G.V.W. is 18,000 pounds.



MODEL 4502

154-inch wheelbase chassis,
30- to 36-pupil capacity

- The Thriftmaster 6, long famous for economy and dependability, is teamed with 4-speed Synchro-Mesh in model 4502. Trademaster V8, Taskmaster V8, and Power Steering are optional at extra cost. Modern features (for all models) include tubeless tires and Ball-Gear Steering. Maximum G.V.W. is 12,000 pounds.

DOUBLE-DUTY CARRYALL



Room for 8! Perfect for economical small-group transportation; and with rear seats removed you've got an all-purpose truck. Safety features include tubeless tires, Ball-Gear Steering, panoramic visibility and concealed steps. Available at extra cost are short-stroke V8 power, Hydramatic, Overdrive, 3- or 4-speed heavy-duty Synchro-Mesh, Power Steering and Power Brakes. Maximum G.V.W. is 5,000 pounds.

PROFESSIONAL LIBRARY

recent publications the school administrator will want to read, to pass along to associates, or "to have heard of"

Public Schools In Our Democracy

by Lawrence A. Cremin and Merle L. Borrowman, *The MacMillan Company, New York, 1956, 222 pages, \$2.64.*

This is a book I enjoyed reading, and profited from doing so. It is one I would have liked to have written. Its clear lucid style, brevity, profound thoughts put in simple words and phrases, and its logical parade of the important milestones in public education make it one of the best books on public education produced in our times.

It should be read by every citizen and it is must reading for teachers. The subject matter of the book is the story of the public school, how it came to be, its development, its problems and issues, its hopes for the future—all presented in less than 200 pages of well chosen words.

—WALTER D. COCKING

Supervision for Better Schools

By Kimball Wiles, *second edition, Prentice-Hall, Inc., New York, 1955, 399 pp., \$4.00.*

The role of the official school leader in program development is described in this book. The main topics are leadership, human relations, group process, personnel administration and evaluation.

This book is notable chiefly for the viewpoint that official leaders are primarily to provide expertness in group operation. Their role is supporting, assisting, and sharing, rather than directing.

Supervisors have responsibility for encouraging leadership in other members of the group, helping the group establish common purposes and respecting the personalities of all individuals with whom they meet.

In other words, leadership is defined as a quality of group activity, and the supervisor's function is to

help teachers release their full potential.

—WILLIAM O. PENROSE
Dean
School of Education
University of Delaware

Social Services in the Schools

By Jean R. Pearman and Albert H. Burrows, *Public Affairs Press, 1955, 218 pp., \$3.75.*

The authors explore the role of social workers and the nature of social services in our schools. They review successful programs in various states and suggest improvements for future ones. The book sketches the meaning of social case work, and school social work, and suggests tools and techniques which may be used in the latter.

Some specific student problems treated by the book are: general discipline, delinquency, sex, alcoholism, and dope addiction. The authors discuss desirable relationships between social workers and school staff members.

—HOWARD ECKEL
Associate Professor of
Educational Administration
College of Education
University of Kentucky

Administering Community Education

By Ernest O. Melby, *Prentice-Hall, New York, 1955, 325 pp., \$4.50.*

Educational leadership has been waiting for sometime for a book which breaks with tradition and presents the new concept of administration resting on faith in men and faith in freedom. Dean Melby of New York University has achieved this admirably in *Administering Community Education*.

This scholarly, yet readable volume, has as its primary purpose the issuing of a challenge to educational leaders in schools and universities to

grasp the dramatic role of dynamic community-centered leadership the times demand. Dean Melby speaks with the voice of authority out of a life of rich administrative experience and creative leadership at the public school, college and university levels. He has lived what he advocates.

Educators and laymen alike will find the book an invaluable resource as they struggle to strengthen the democratic process by providing creative leadership. If you believe in the power of education and you have faith in freedom, you will be encouraged and helped by the appearance of Dean Melby's contribution.

—VIRGIL M. ROGERS
Dean
School of Education
Syracuse University

The Comprehensive High School

By Franklin Jefferson Keller, *Harper and Bros., New York, 1955, 302 pages, \$4.00.*

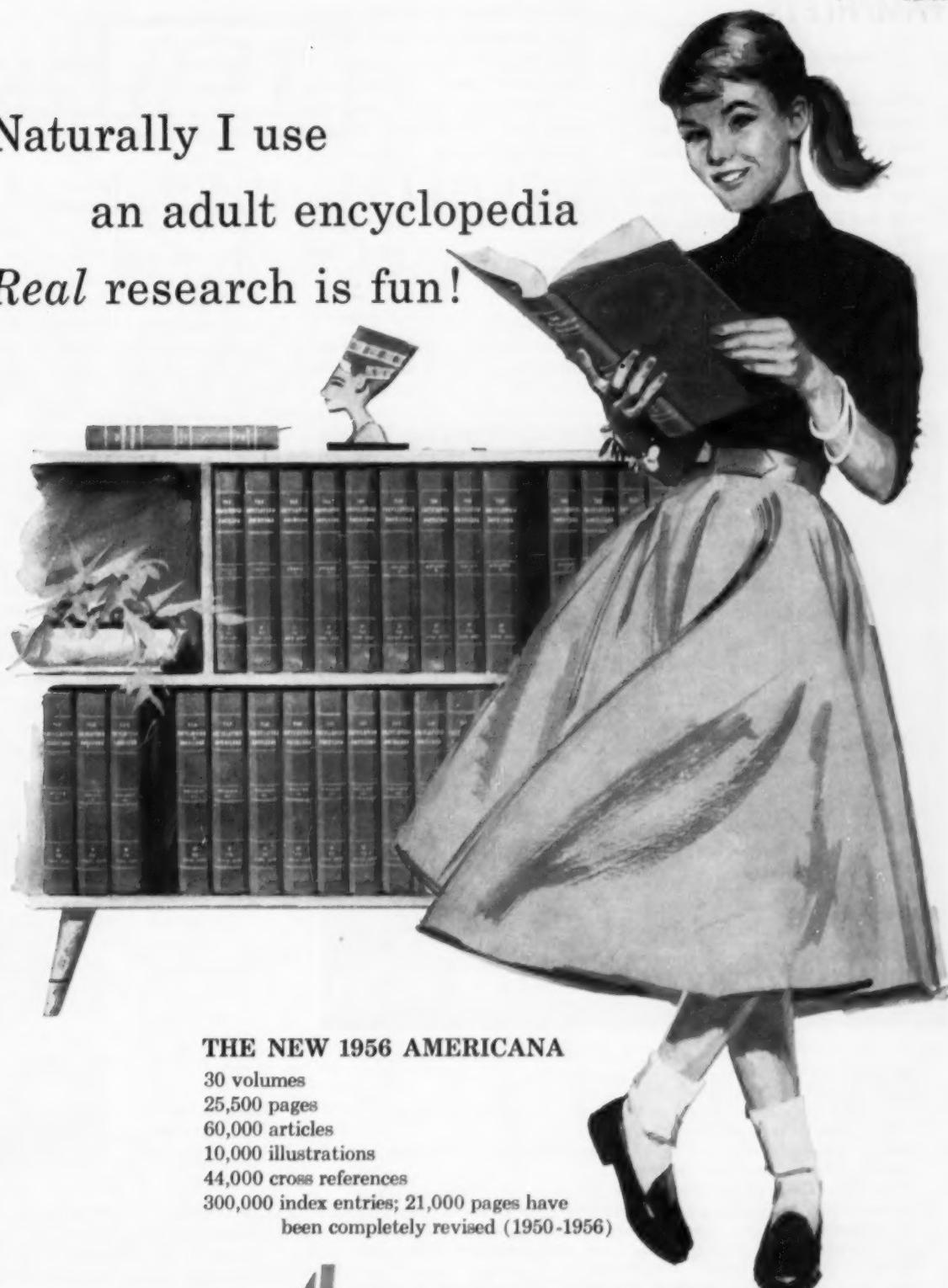
This book reveals a concept of the comprehensive high school as viewed by a person long identified with technical and vocational education.

The distinguishing features of the publication are the ways in which the author relates vocational objectives of youth to the learning process, and the extent to which he believes that the comprehensive high school should be vocationally oriented.

Any person interested in the continued development of secondary schools of a comprehensive nature should find *The Comprehensive High School* stimulating. The reviewer would hesitate to speculate as to whether the stimulation would come from agreement or disagreement with the concepts and points of view reflected in the book.

—WILLIAM P. ANDERSON
Assistant Professor of
Education
Teachers College
Columbia University

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The International Reference Work

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PAMPHLETS

(continued from page 14)

senting her program. None of the materials costs more than 50¢, and may be purchased from listed addresses. George Peabody College for Teachers, Division of Surveys and Field Services, Nashville, Tenn. Price of the reference pamphlet: \$1.00.

U. S. Government Films for Public Educational Use should have a place on the reference shelf of

every school administrator. It contains general information about the films and film services of the U. S. Government, and a subject index to government films. Available from U. S. Government Printing Office, Washington. Price: \$1.75.

Arithmetic and Reading, Yesterday and Today is part of Dr. Hugh R. Partlow's thesis for his doctoral degree. Here is an answer to the question of whether Canadian schools today are more or less effective than the schools of yesterday. To secure statistics, two

studies using the same tests, same working time, and the same scoring system were conducted in 1933-38 and in 1952-54. The results are most interesting. The Copp Clark Co. Ltd., Toronto, Canada.

How We Do It Game Book, by the American Association for Health, Physical Education, and Recreation, NEA, is a collection of 142 games which have appeared in the AAHPER Journal. The games, which are described and illustrated with diagrams, are printed loose-leaf for insertion in a ringed binder so that new games can be added. NEA.¹ Price: \$2.50.

Teachers Guide for Physical Education for High School Students, American Association for Health, Physical Education, and Recreation, NEA.¹ Guide designed to help physical education teachers in every phase of their work. Contains illustrations of discussion guides, worksheets, charts, checklists. Also included is a list of source materials—books, magazines, music for the dance, and audio-visual aids. Desk copy, free; price to others, 50¢.

Rural Service Teaching Briefs, by the Department of Rural Education, NEA,¹ is a series of four-page leaflets, based on actual experiences of teachers and children and offering concise, specific help on teaching problems. Two current leaflets, *Helping Alvin Stay in School* and *Organizing the School To Help Children Learn To Read Better* are now available. Price: 10¢.

New Frontiers of Rural America, by Margery W. Steer, is published by the Public Affairs Press, Washington 8, D. C. Trying to accentuate the differences existing between urban and rural living, this work describes the values of rural life, the education of the farmer, and what the school means to the country community.

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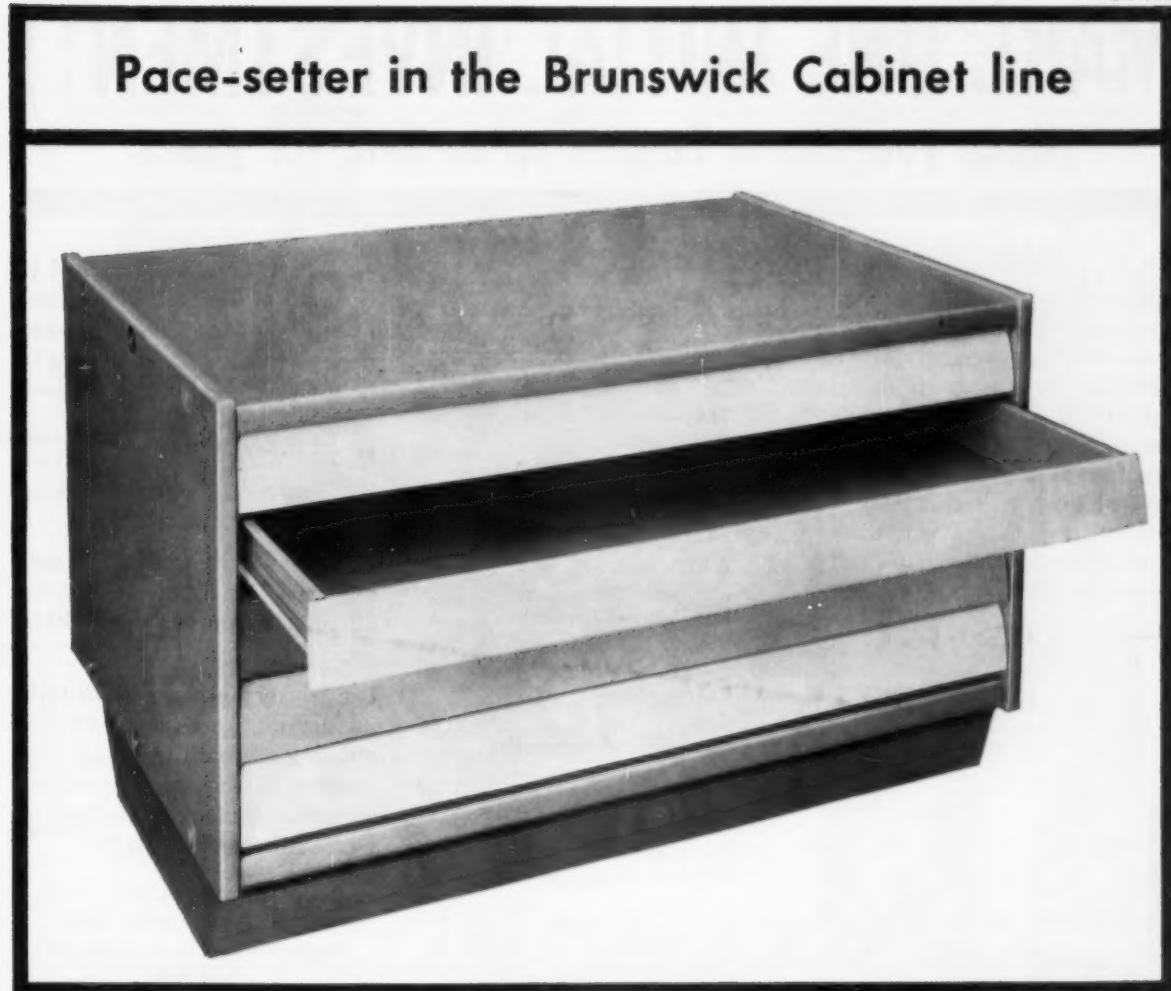


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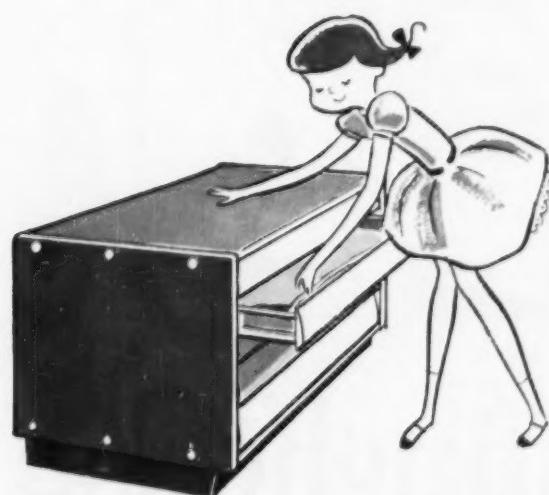
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SCHOOL LUNCH



The afternoon half-pint of milk, served to these kindergarten pupils in the Randall School, Madison, Wisconsin, helps to give them the nutritional boost so necessary for strength, health and alertness in a period of fast mental and physical growth.

The Federal Milk Program in Operation

by PHILIP V. FLEMING

WE OVER 400 MILLION additional half-pints of milk were made available to school children in 1954-55 under the Special School Milk Program, through the cooperation of school authorities and the dairy industry. In 1955-56, the program was modified and improved to increase milk consumption in schools even more.

No immediate measure can be made of what the extra milk has meant for the children receiving it. Evaluating its benefits would call for long-time, carefully-controlled tests. But teachers working closely with

the children have no doubt about its results. They say children who are drinking more milk are healthier and more alert.

The better health and increased alertness pay direct dividends to the schools. Healthier children help to lower the costs of education, since they are absent less often, learn more readily, and repeat classes and grades less frequently.

In addition to the immediate improvement in health, there are extra dividends, too, for the children. They gain more from their time in school, are more alert in class, and are present more often.

Beyond that, though, they estab-

Mr. Fleming is head of the Marketing Information Division, Agricultural Marketing Service, of the U. S. Department of Agriculture. He is the author of *More School Lunches and Milk for America's Youth*, which appeared in the January issue of THE SCHOOL EXECUTIVE.

LUNCH

lish a firmer foundation of health to build on in future years. And the habit of drinking milk, acquired in school, is carried forward into adulthood.

Funds made available under the program have been used during the present fiscal year (1955-56) to encourage the increased consumption of milk through reimbursement pay-

ments made to the schools in connection with the purchase of milk for children. Some important changes have been made in the basis for making those payments from the method used in 1954.

Schools reimbursed

First, in the case of schools serving Type A or B lunches under the National School Lunch Program, reimbursement is paid on all milk purchased for service to children.

The exception to this is the first half-pint served as part of a Type A or B school lunch. For these schools, the maximum reimbursement rate is four cents per half-pint.

Now, take the case of other schools —those which don't serve Type A or B lunches under the National School Lunch Program. They, too, are paid for all milk purchased, but for them the maximum reimbursement is three cents per half-pint.

As was the case in 1954, the program is administered in each state by the educational agency. Nationally, it is administered by the Agricultural Marketing Service of the U. S. Department of Agriculture.

Again, the state agency establishes the exact rates of reimbursement for each individual school, within these maximums. State agencies pay reimbursement rates less than the maximums, when the circumstances indicate that lower rates are advisable.

But no change has been made in the principle of giving wide latitude to the states and to the individual schools to gain increases in milk consumption in the ways best suited to local circumstances. That principle proved its worth in 1954.

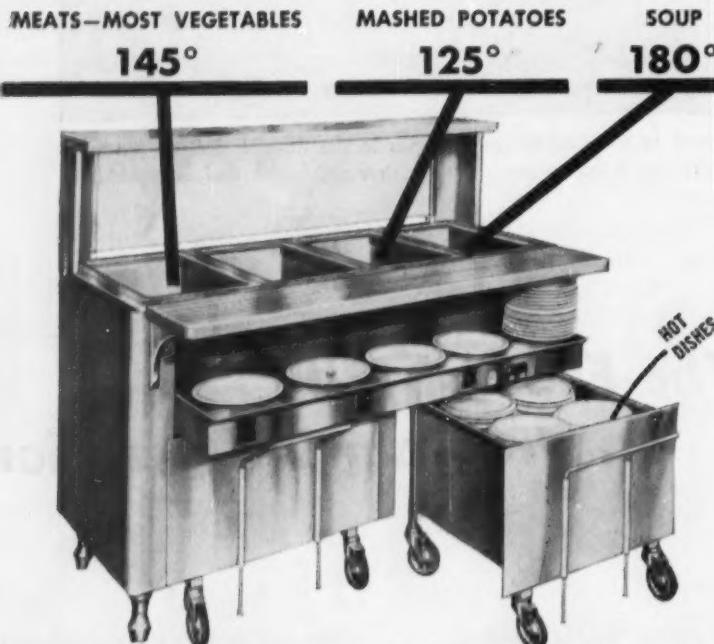
Milk served anytime

Milk may be served in the morning before school, or after school is out, or at morning or afternoon recesses. Extra milk may be served with lunch; many schools are successfully serving one-third quarts, and some high schools are serving full pints with lunch.

In general, extra milk may be made available at any time during any period of scheduled school activities; and that includes any Saturday activity that is under the control of the school authorities.

A change in base provisions is the most important one made for 1955-56, and it makes it much easier for schools to take part in the program. In 1954, because of the "base" provision in the program, school officials faced some degree of financial risk in going into the program. Increased sales of milk had to yield enough reimbursement to cover whatever losses they might incur on established milk

CAN YOU DO THIS WITH A STEAM-TABLE OR ANY OTHER FOOD WARMER?



Repeated tests have shown that different kinds of hot food keep best at different temperatures.

In a steam-table, all foods are kept at the same temperature.

The modern Thurmaduke waterless food warmer keeps hot food right because it is divided into heavily insulated sections, each with separate and positive heat control for each food. And it does it at such low cost some owners tell us their

Thurmaduke paid for itself within 2 years. Thurmaduke is more sanitary, too; no water pan or container to collect spilled foods and breed germs.

Thurmaduke food warmers are available in sizes to fit your requirements, including buffet models, portable models and complete cafeteria counters.

Call your Thurmaduke Dealer or write us for new catalog.

WRITE DEPT. S-64

DUKE MANUFACTURING CO. • 2301 NO. BROADWAY • ST. LOUIS 6, MO.

APPROVED BY
A.G.A.—U.L.
NAT'L SANITATION
FOUNDATION
CANADIAN STANDARDS ASS'N

THURMADUKE
WATERLESS FOOD WARMERS

Why do modern school systems install Mutschler?

The school homemaking kitchen and laundry are two of the department's most vital areas. And, they should simulate home conditions as nearly as possible. Schools rely on Mutschler equipment and planning help because they benefit by the experience of a company that has been the "first name in kitchens since 1893."

Schools also receive help in planning complete homemaking departments with Mutschler cabinetwork of finest northern maple construction. Cabinets are available in a choice of catalytic natural grain or colored enamel finishes. These finishes are practically impossible to scratch, and are impervious to household solutions and solvents. Write your nearest Mutschler sales representative below for complete information, without obligation.

Architects: See Sweet's Architectural File, 24b/Mut and 23d/Mu.



Partial view of adjoining laundry facilities.



A modern Mutschler school kitchen. Note latest home kitchen features and efficient working pattern.

SALES OFFICES

NORTHEAST

CARBEAU, INC.—Boston, Massachusetts; Maine, New Hampshire, Vermont
RAY S. SNYDER COMPANY—Hartford, N. Y.; Massachusetts, Connecticut,
Rhode Island, New Jersey (northern)

W. S. BALLOU—Montgomery, L.I., N.Y.; New York City, Long Island (western)

SCHOOL EQUIPMENT, INC.—Syracuse 3, N. Y.; New York State

AMERICAN SEATING CO.—Philadelphia 30, Pa.; Pennsylvania, New Jersey
Indiana, Delaware, Maryland

QUEEN EQUIPMENT CO.—New York, N. Y.; New York City

R. A. KELT, INC.—Hempstead, L.I., N.Y.; Long Island (western)

SOUTHEAST and SOUTH

SOUTHERN DESK COMPANY—Hickory, N. Carolina; Maryland, West Virginia,
Virginia, North Carolina, Tennessee, Mississippi

AMERICAN SEATING CO.—Atlanta 3, Georgia; South Carolina, Georgia, Alab-

abama, Florida, Mississippi

ALL STATE SUPPLY CO.—Little Rock, Arkansas, Arkansas

NORTH CENTRAL

OGLIBY EQUIPMENT CO.—Detroit 19, Michigan; Michigan (lower, except

northern) Indiana, Illinois

MADEIRAH-HOMME CO.—St. Paul 4, Minnesota; Minnesota

Y. A. STUMP—Middleton, Wisconsin; Wisconsin, Michigan (upper)

F. O. WILKINS—Deerborn, Michigan; Michigan (lower, except southwestern)

J. S. LATTA AND SON—Cedar Falls, Iowa; Iowa

E. P. REIGER COMPANY—Bellevue, Illinois; Iowa

BURKE SALES COMPANY—Indianapolis 8, Indiana (southern and central)

KYSER SALES COMPANY—Worren, Ohio; Ohio
PORTA-BILT KITCHENS—Hagerstown, Md.; Indiana (northern), Michigan
(southeastern)

CENTRAL

HOOVER BROTHERS—Kansas City 6, Missouri; Nebraska, Kansas, Missouri (western)

CENTRAL SCHOOL SUPPLY CO.—Louisville, Kentucky, Kentucky

LEN A. MAUNE CO.—St. Louis, Mo.; Missouri (eastern)

SOUTHWEST

W. C. HICKSON COMPANY—Dallas 2, Texas; Louisiana, Oklahoma, Texas,

New Mexico

FBSW SUPPLY COMPANY—Phoenix, Arizona; Arizona

WEST

AMERICAN SCHOOL SUPPLY CO.—Denver 2, Colo.; Colorado, Wyoming (central)

HULL EQUIPMENT COMPANY—Salt Lake City 2, Utah; Utah, Nevada, Idaho,
Wyoming (western); Montana

AMERICAN SEATING CO.—Los Angeles 3, California; California (southern)

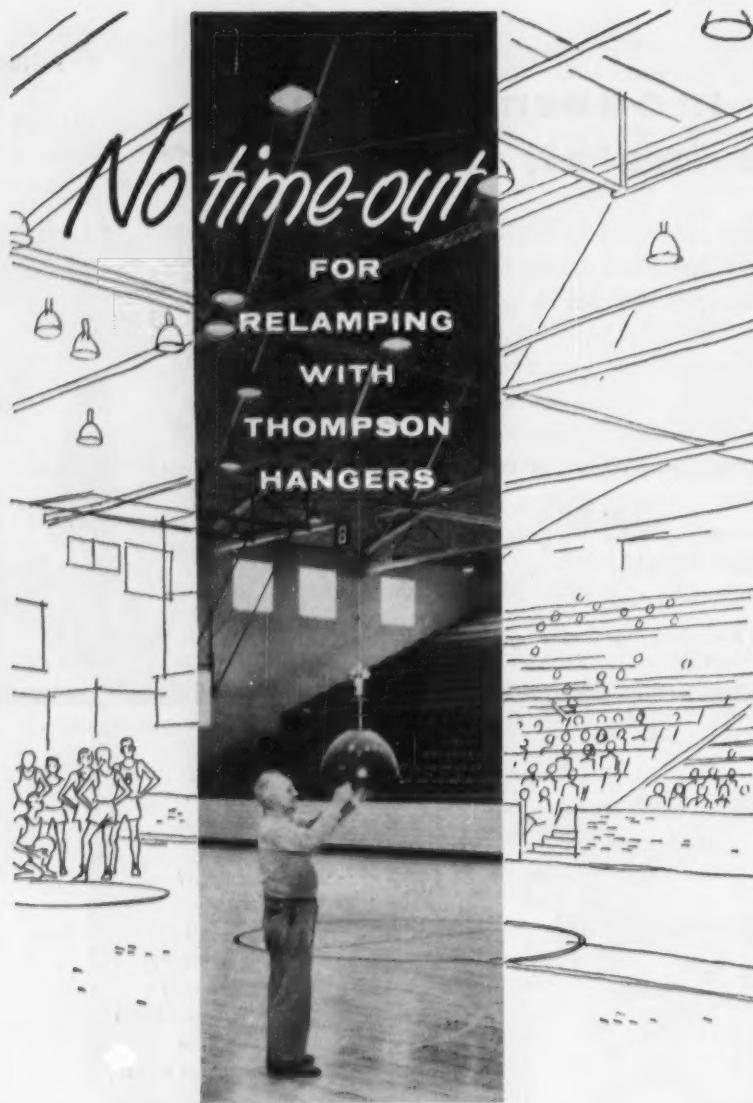
AMERICAN SEATING CO.—San Francisco 24, California; California (northern)

NORTHWEST and OTHERS

MUTSCHLER BROTHERS CO.—Hagerstown, Indiana; Oregon, Washington,
North Dakota, South Dakota



Close-up of built-in oven and range.



One man...with both feet on the floor...can relamp and clean high-bay lights in stopwatch time with THOMPSON HANGERS. Featuring a patented lowering mechanism, these units eliminate all hazards normally associated with maintenance of overhead lights. They permit safe efficient servicing whenever necessary...encourage an economical planned maintenance program to assure continuous peak lighting efficiency. THOMPSON HANGERS are recommended for all luminaires suspended 16 feet or more above floor level in auditoriums, gymnasiums, field houses, swimming pools and similar installations.

Write for Bulletin TH-55 for additional details.



THE THOMPSON ELECTRIC CO.
1127 POWER AVENUE, CLEVELAND 14, OHIO

LUNCH

servings, which had to be sold at a lower price than previously.

As part of the change to the new reimbursement procedure, the program now requires that participating schools make maximum use of the reimbursement payments to reduce the price of milk to children. However, schools may use the reimbursement to defray their actual within-school distribution costs. Details are left to be worked out between schools and the state agency, based on local conditions. Implicit is the recognition that holding down the price to the children is a primary means of boosting milk consumption.

Plan program early

The earlier start on the program provided for in 1955 helped school administrators to plan their participation in it more adequately than was the case in 1954, when school schedules were already in operation before the plan became available. Administrators therefore, had great difficulty in finding the time for milk breaks and other opportunities to make more milk available to children. This year, however, they were able to incorporate into their schedules the best possible opportunities for making more milk available.

Too, the better advance planning extends into the field of record-keeping, and reporting requirements are simplified because of the additional planning time available.

These changes in the school milk program for the 1955-56 year were made after full consideration of suggestions for the program submitted by school officials and their representatives. Department of Agriculture administrators who studied the program's operation through the school year were gratified by schools' response to it, and impressed by the opportunities it offered for greater success in another year.

To benefit by the experience of school officials who had been working with the program, School Lunch Advisors to the Secretary of Agriculture were invited to a Washington meeting early in May, 1955. These



KYS-ITE®
molded plastic tableware
has eye-appeal and keeps
replacement costs
almost at
the zero mark

- ★ break-resistant
- ★ stain-resistant
- ★ lightweight, quiet
- ★ cleans easily
- ★ speeds up service
- ★ stays new-looking longer
- ★ nests neatly
- ★ handsome maple color



FILL IN THIS COUPON



Keyes Fibre Company, Dept. SE
Waterville, Maine.

Please send further information on KYS-ITE tableware and
KYS-ITE molded plastic trays.

NAME.....

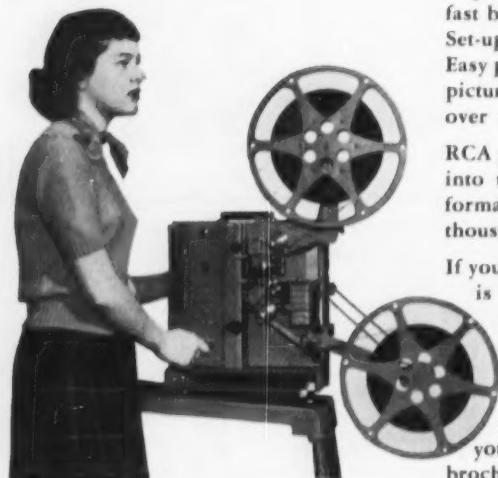
NAME OF FIRM.....

ADDRESS.....



Schools count

... for Sound Projectors
an amateur can operate
like a professional



Pupils, teachers . . . everyone picks up that "professional" touch fast because it's so easy to operate an RCA 16mm Projector. Set-up is quick and film goes like a breeze through the Thread-Easy path. Flip the switch . . . the show's under way with steady pictures and clear sound faithfully reproduced. Turn the job over with confidence even to younger elementary pupils.

RCA precision-manufacturing builds dependable performance into these rugged Projectors. It will be smooth, quiet performance, too . . . with minimum maintenance even though thousands of different hands operate your Projector.

If your needs call for a really *compact* projector, your machine is the single-case RCA Junior. For extra big-audience sound power, equip your school with the RCA Senior featuring speaker in a separate case. Ask your RCA Audio-Visual Dealer to show you both . . . and to demonstrate all the RCA quality features which add up to the kind of dependability schools require. Or, perhaps you'd prefer RCA 16mm Projector details in ready-reference brochure form. Mail the coupon above . . . right away!

Radio Corporation of America
Department D-109, Building 15-1
Camden, New Jersey

Please send me the complete story on

RCA 400 Projectors

RCA Sound Systems for Schools

NAME _____ TITLE _____

SCHOOL _____

ADDRESS _____

CITY _____ STATE _____

on RCA

**...for Sound Systems
expertly planned to serve
administrators, teachers and students**

It's a far more efficient school building—more adaptable to flexible scheduling, too—with an RCA Sound System. Administrators, teachers, pupils can be contacted at a moment's notice. Teachers can broaden classroom outlook; school-wide activities flow more smoothly.

Each RCA Sound Console—available in single or dual channel is a master communications control center, engineered and specially designed for school use. From your console, you call any room singly or any combination of outlets. Contact the whole building with a flip of the "all-call" switch. If desired, you can arrange speakers in your classrooms that allow two-way conversation. And your RCA Sound Console is completely versatile because it comes equipped with three-speed phonograph, AM-FM radio or tape recorder.

The knowledge and facilities of an RCA Distributor of Engineered Sound back your RCA Sound System from earliest planning stages. He skillfully supervises installation; he'll be ready with the same aid and advice should expansion become necessary. An interesting brochure completely describes the dependable quality of RCA School Sound Systems. Drop the above coupon in the mail to start your copy on its way to you very quickly!



SOUND AND AUDIO-VISUAL PRODUCTS

RADIO CORPORATION of AMERICA

CAMDEN, N.J.

LUNCH

advisors, representing all levels of the school system, included some of the foremost school officials in the country.

Attending were Harvey K. Allen, director of school lunches, New York City; Fred Barber, vice-president, board of education, Concordia, Kansas; E. Allen Bateman, state superintendent of public instruction, Utah; Gordon W. Gunderson, supervisor, School Lunch Program, State Department of Public Instruction, Wisconsin; Dowell J. Howard, state superintendent of public instruction, Virginia; Rita H. Lee, principal, Hill Street Elementary School, Asheville, North Carolina; Frances M. Nave, supervisor, School Lunch Program, State Department of Education, Tennessee; Vernon L. Nickell, state superintendent of public instruction, Illinois; Ruth Powell, supervisor of

school lunch service, State Department of Education, Arkansas; John C. Stalker, director, School Lunch Program, State Department of Education, Massachusetts; Marie Turner, superintendent of schools, Breathitt County, Kentucky; Laura P. Wells, director, School Lunch Program, State Department of Education, Oregon.

Consultants to the group were Edith Cushman, president, American School Food Service Association; Edgar Fuller, executive secretary, National Council of Chief State School Officers; Wayne O. Reed, assistant U. S. Commissioner of Education. Representatives of the dairy industry also attended the meeting.

The conferees thoroughly reviewed the program, offered their suggestions for changes in it, and considered proposals for possible improvements suggested by Department of Agriculture administrators. Out of these discussions and further study



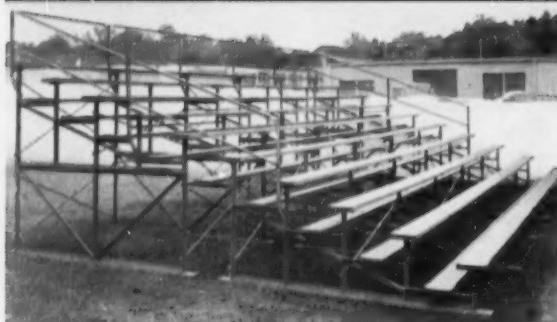
give

with Department administrative officials, the new improved Special School Milk Program was developed.

In the early days of the present Congressional session, both Houses voted to add an additional \$10 million to the original sum appropriated for the milk program for 1955-56, bringing it to a total of \$60 million through June 30.

SE-412

Here's Real ECONOMY in a Safe, Roomy, Portable Steel Bleacher!



Standard 10-Row "Budget Master" Bleachers



Standard 5-Row "Budget Master" Bleachers

SKID-MOUNTED SECTIONS CAN BE MOVED WITHOUT DISASSEMBLY

ARE YOUR CROWDS bigger than your seating budget? Safe, roomy BUDGET MASTER steel bleachers can seat your spectators at a remarkably low investment! Close production controls and design advantages make this possible.

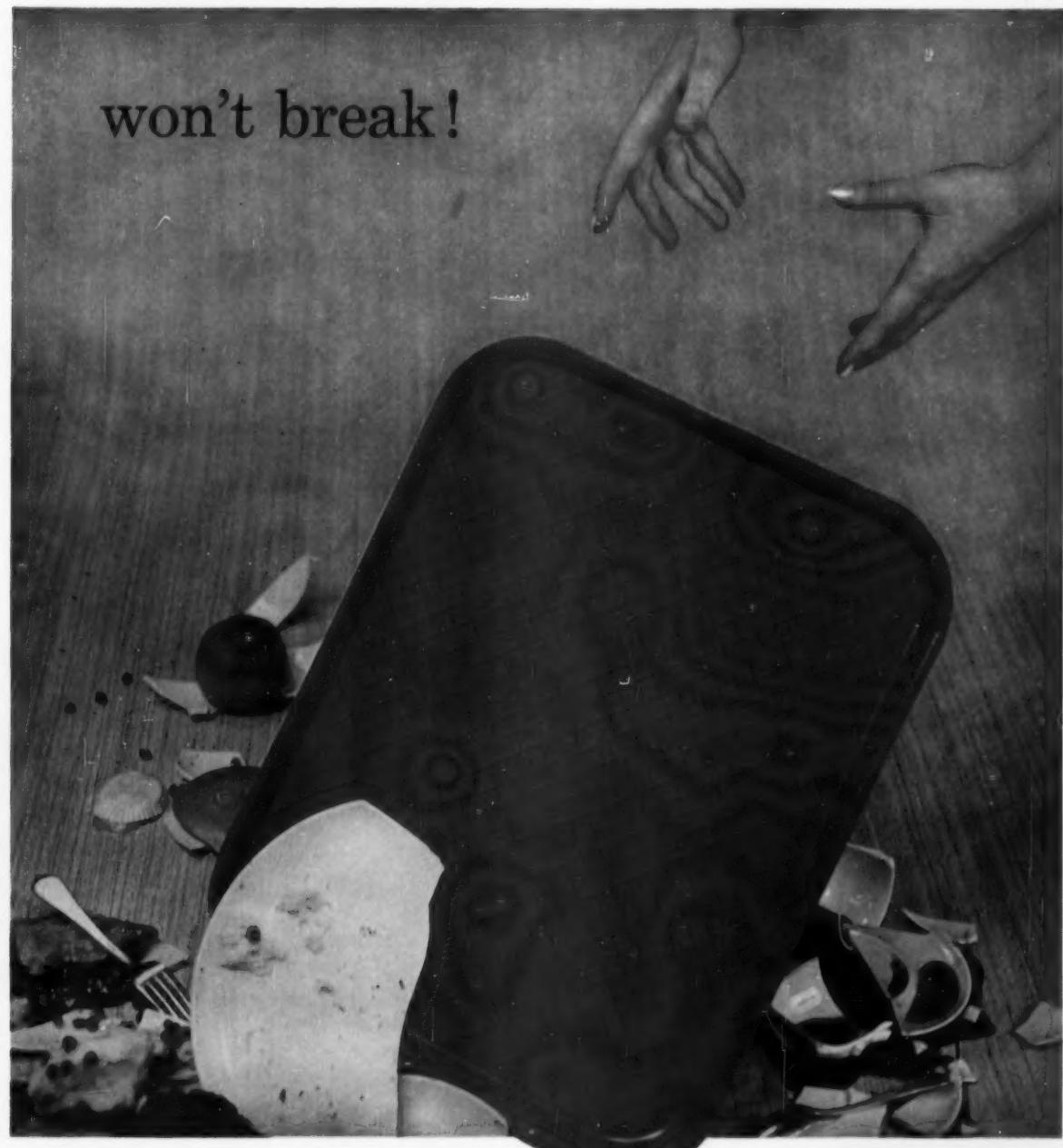
Full visibility and comfort are engineered into each 6 ft. long section—built 5 or 10 rows high, with guard rails optional. Sturdy all-steel framework insures complete safety. Mounted on skids, lengths up to three sections (18 ft.) can be relocated without disassembly. Larger installations are erected by unskilled help without tools.

Seat crowds from 20 to 5,000 persons or more...use BUDGET MASTER bleachers outside or indoors...move them whenever and wherever you need them...divide the sections for smaller crowds. You will find dozens of uses for this versatile equipment! Learn how BUDGET MASTER bleachers can stretch your budget to seat more people...

Write for free Bulletin 44

SAFWAY
STEEL PRODUCTS, INC.

4817 W. State St. Milwaukee 13, Wis.



And what's more, beautiful Bolta laminated trays won't warp, split or stain, either! They're practically impervious to every accident and hazard . . . cigarette burns, spilled juices or acids . . . Bolta trays resist them all! This super-durability is achieved through Bolta's exclusive process that fuses seventeen separate layers into one lightweight, laminated color tray. You get years of extra color-bright, service-right wear from Bolta trays!

For finer service every day, serve it on a Bolta tray. **BOLTA PRODUCTS, LAWRENCE, MASS., A Div. of The General Tire & Rubber Co.**

Bolta TRAYS add appeal to every meal!

Specify Boltaflex for booths and furniture, Bolta Wall for interiors

30,000,000

Bolta

**TRAYS
SOLD!**

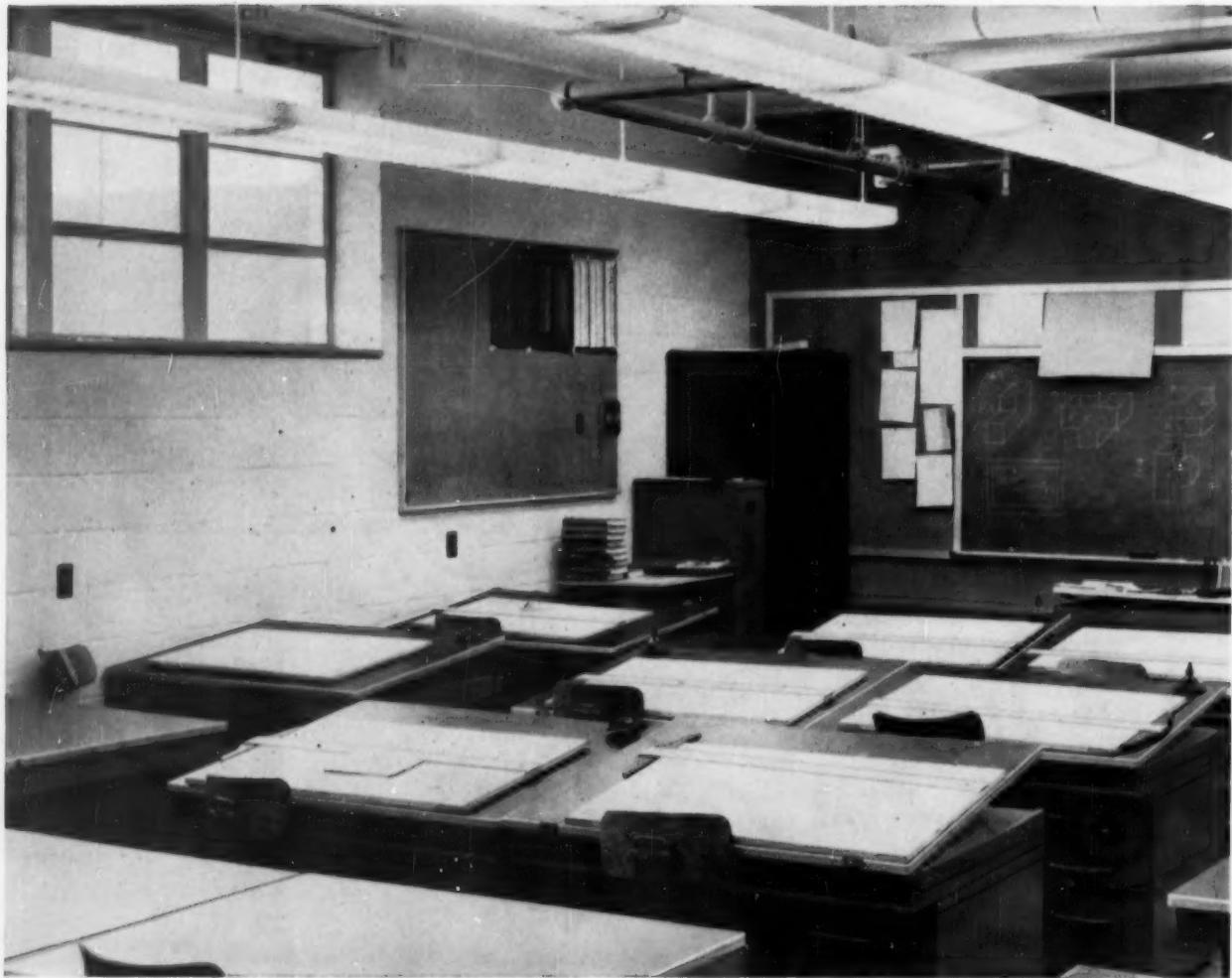
**GENERAL
PLASTICS**
The General Tire
& Rubber Company

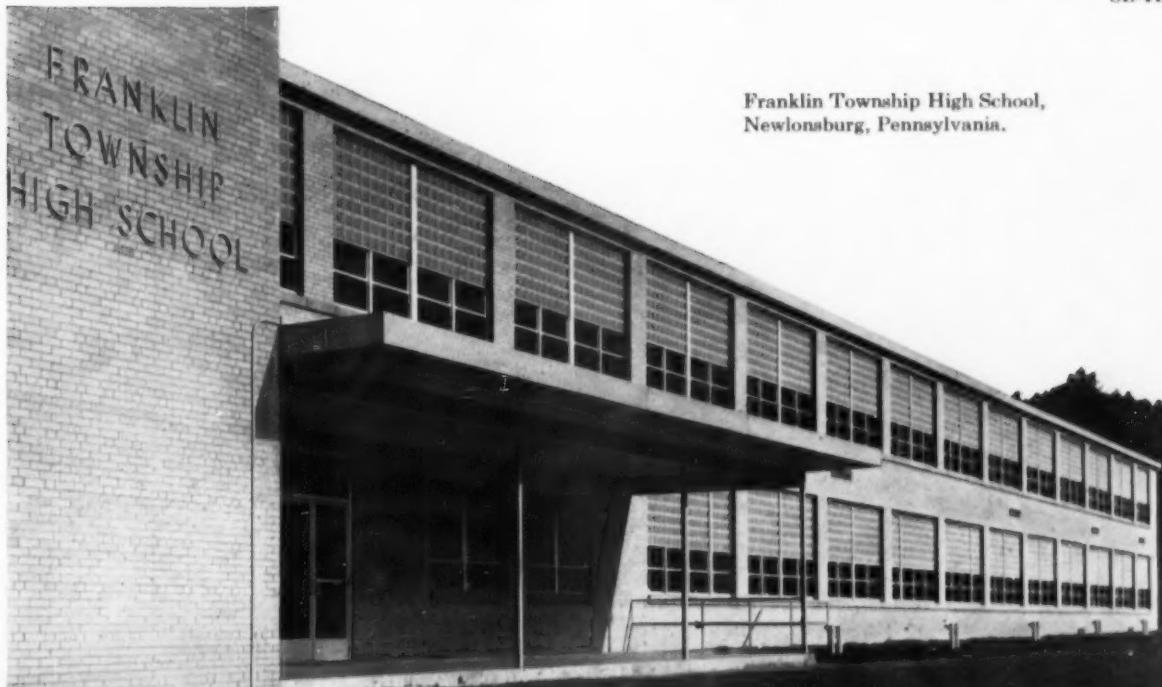
NO DANCING DRAWING BOARDS...HERE!

No glare. No harsh contrast. No dancing drawing boards from eye fatigue. Westinghouse LC luminaires, mounted in continuous rows, provide students with uniform light that's easy on the eyes. And school officials report that these new LC's, with luminous wrap-around side panels, create an even flow of light from one end of the fixture to the other.

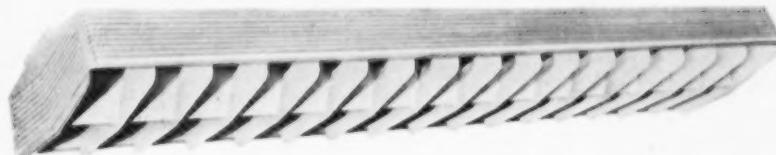
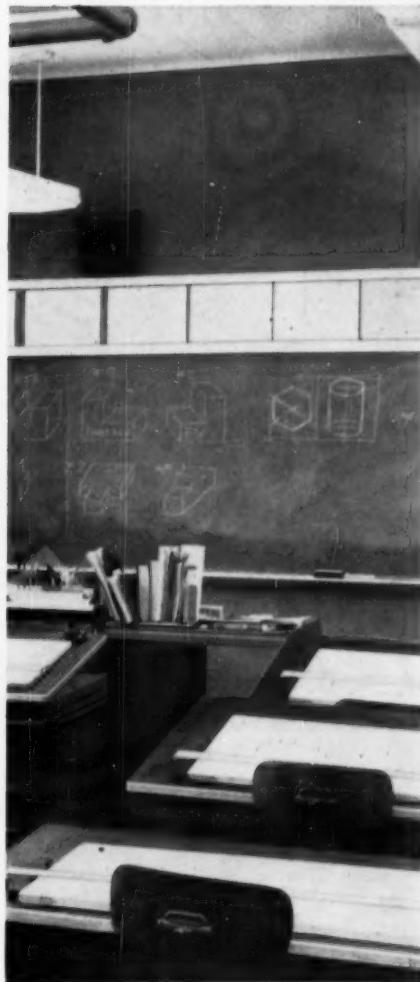
Westinghouse LC luminaires are really versatile. Their shallow design and smooth good looks are right at home in classrooms, mechanical drawing rooms, home economics rooms; in fact, wherever school activity demands comfortable seeing conditions. In addition, they can be relamped and cleaned with ease by simply swinging open hinged louvers.

Planning a modernization or expansion program? Let Westinghouse, largest manufacturer of commercial, industrial, and flood lighting, suit your specific requirements. Ask your nearby Westinghouse distributor for more details. Or write Westinghouse Electric Corporation, Lighting Division, Edgewater Park, Cleveland, Ohio. J-04393





Franklin Township High School,
Newlonsburg, Pennsylvania.



Westinghouse LC luminaires come in a variety of styles to suit your requirements. Four-foot and eight-foot lengths, two-lamp and four-lamp widths with two types of shielding make the Westinghouse LC an extremely flexible unit. It provides direct-indirect light distribution when suspended, and direct distribution when surface-mounted. All metal surfaces are protected by Bonderite for corrosion resistance.

YOU CAN BE SURE...IF IT'S
Westinghouse

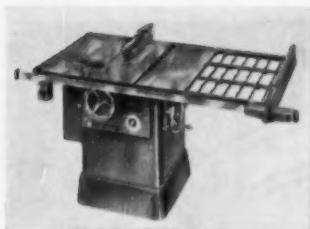
THERE'S SAFETY
IN THE SHINE
IF THERE'S
DUPONT LUDOX®
IN THE FLOOR WAX

Ask your maintenance man or janitor supply house for one of the many fine waxes on the market containing "Ludox" colloidal silica—Du Pont's anti-slip ingredient for safer floors.
E. I. DU PONT DE NEMOURS & CO. (INC.), GRASSELLI CHEMICALS DEPT., WILMINGTON 98, DELAWARE. *In Canada: DU PONT COMPANY OF CANADA LIMITED, BOX 660, MONTREAL, P. Q.*



REG. U. S. PAT. OFF.

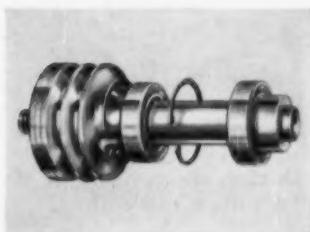
BETTER THINGS FOR BETTER LIVING . . . THROUGH CHEMISTRY



3 TABLE SIZES — 35" x 27½", 43½" x 27½", 54 ¾" x 27½", with 12½" of working surface ahead of blade when blade is set for 3½" depth of cut.



MASSIVE CRADLE, ARM — Heavy box-shape castings for maximum strength. Inside and out the Clausing is ruggedly built.



BIG ARBOR, BEARINGS — Arbor is solid bar of precision ground steel, ¾" in diameter. Spins on two large, sealed-for-life ball bearings . . . kept under preload by beveled retaining ring.



MOST EFFICIENT TILT and HEIGHT CONTROL — In both mechanisms, rack teeth are machine cut cast iron, ¾" wide . . . worms are 1½" diameter steel. 8" diameter handwheels, 4½" diameter tilt dial.

Far ahead in **QUALITY** and **VALUE!**



NEW CLAUSING 10" SAW

The picture gives you an idea of its massive, business-like appearance. You can see the heavy cast iron base, rugged steel housing, the big control wheels and large precision working area. It looks like a saw built for years of heavy-duty use. And it is!

- ★ It's heavier throughout . . . constructed to handle power up to 3 HP! Saw alone weighs 385 lbs!
- ★ Has bigger arbor-bearing construction . . . ¾" diameter. Sealed-for-life, preloaded ball bearings.
- ★ Exclusive new totally-enclosed, fan-cooled, continuous-duty motors — the result of 3 years of saw-motor research. 1, 1½, 2 and 3 HP.
- ★ New modified-wedge cogged belts for most efficient transmission of power.
- ★ Self-contained design. For safety and compactness, motor and drive are housed in base.

These are but a few of the many exclusive features of the Clausing that set new standards of quality, value, safety and performance for school shop saws. Write for complete details TODAY.

CLAUSING DIVISION

4-127 N. Pitcher Street

Atlas Press Company
Kalamazoo, Michigan

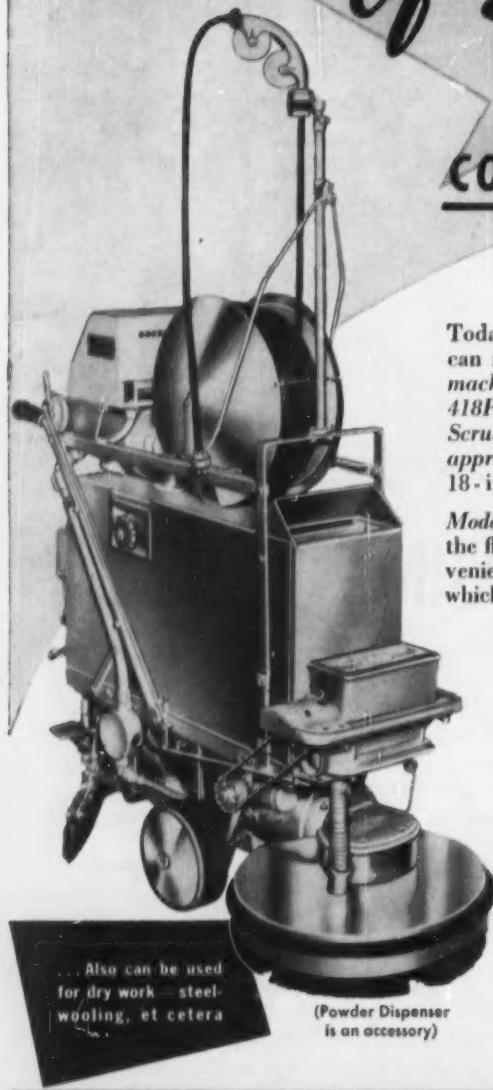


SMALL-AREA BUILDINGS...

Save $\frac{2}{3}$ of Every Hour of Scrubbing Time

WITH A

COMBINATION SCRUBBER-VAC!



Today, even buildings with but 2,000 to 15,000 sq. ft. of floor space can reap the labor-saving, cost-reducing benefits of combination-machine-scrubbing. Here's a *Combination Scrubber-Vac, Model 418P* at left, that's specially designed for such buildings. This *Scrubber-Vac*, which has an 18-inch brush ring, cleans floors in approximately one-third the time required with a conventional 18-inch machine and separate vac unit.

Model 418P applies the cleanser, scrubs, and picks up (damp-dries the floor) — all in one operation! Maintenance men like the convenience of working with this single unit . . . the thoroughness with which it cleans . . . and the features that make the machine simple to operate. It's self-propelled, and has a positive clutch. There are no switches to set for fast or slow—slight pressure of the hand on clutch lever adjusts speed to desired rate. The powerful vac performs efficiently and quietly. Compactly built, the *418P* also serves advantageously in larger buildings for the care of floors in narrow aisles and congested areas.

Finnell makes *Scrubber-Vac Machines* for small, vast, and intermediate operations, and in self-powered as well as electric models. From this complete line, you can choose the size and model that's exactly right for your job (no need to over-buy or under-buy). It's also good to know that you can lease or purchase a *Scrubber-Vac*, and that there's a *Finnell man* nearby to help train your maintenance operators in the proper use of the machine and to make periodic check-ups. For demonstration, consultation, or literature, phone or write nearest *Finnell Branch* or *Finnell System, Inc.*, 3104 East Street, Elkhart, Indiana. Branch Offices in all principal cities of the United States and Canada.

FINNELL SYSTEM, INC.

Originators of Power Scrubbing and Polishing Machines



BRANCHES
IN ALL
PRINCIPAL
CITIES

New Product / Reviews

The key numbers (SE —) which appear at the head of each product review and advertisement in this issue are also listed on the yellow mailing card that is bound in this section. For further information on any product, simply circle on the card the key number for that product and mail the card to us.

CLASSROOM EQUIPMENT

See also page 164

SE-601

School Furniture Line

Entire Line is Tubular



At the N.E.A. show in Atlantic City, Westmoreland Metal Mfg. Co. introduced their new line of school furniture featuring advanced styling. The design takes into consideration the streamlined styling incorporated in all new school construction.

The entire line is tubular, of light but durable construction, and manufactured at a cost to satisfy budget-minded school authorities. There will be a full range of sizes in seats, desks and tables, with an opportunity of a color combination to harmonize with any room design or color scheme.

WESTMORELAND METAL MFG. CO., 104 W. Clinton Ave., Lindenhurst, L. I., N. Y.

BUILDING PRODUCTS

See also page 178

Acoustical Tile

SE-602

Is Completely Fire-Safe

Crestone is a new mineral fiber acoustical tile that combines a complete new acoustical material design concept with incombustibility. It is

striated to create a textured surface. The ridges and valleys of the material form strong directional lines of high light and shadow that provide modern ceiling interest.

The surface of the material is finished with two coats of white latex paint. It has a light reflection coefficient of 70%. The striations of the material help to diffuse light evenly.

Available in 12" x 12" and 12" x 24" sizes in a $\frac{1}{8}$ " thickness.

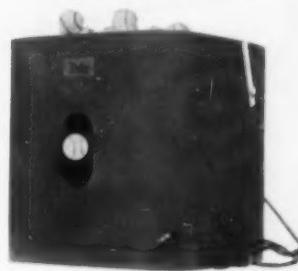
ARMSTRONG CORK CO., Lancaster, Pa.

PHYSICAL EDUCATION

SE-603

Batting Practice Machine

Is Inexpensive to Operate



The new Dedoes Automatic Batting Practice Machine allows players to practice indoors or outdoors, either during the regular baseball season or through the winter months.

Inexpensive and simple to operate, it is electrically powered on any 110 volt, 60 cycle AC circuit. Designed with an easy-to-fill hopper the machine is completely safe to use. It pitches various-sized, harmless balls at regulation distances. Eight or nine balls are thrown per minute; 500 to 600 balls an hour.

The outstanding feature of this unit is that it can be simply adjusted to throw fast balls, slow balls, and

even curves to simulate actual pitching. Three models are available.

DEDOES INDUSTRIES, 2070 W. Eleven Mile Road, Berkley, Mich.

TEACHING MATERIALS

See also page 172

U. S. Relief Map

SE-604
Teachers' Manual Included

A new teachers' manual entitled "Better Teaching with Relief Maps" is now available to all schools purchasing the Aero relief map of the U. S.

The manual contains information on such diverse subjects as major land regions, natural vegetation, famous explorations, territorial growth, slavery, cotton and the Civil War and coal fields of the U. S.

AERO SERVICE CORP., 210 E. Courtland St., Philadelphia 20, Pa.

MAINTENANCE

See also page 176

Floor Dressing

SE-605

Is Self-Polishing, Non-Wax Product

Poly-Glo is a floor dressing that is easy to apply, offers excellent slip resistance, and makes floors sparkle without buffing. It contains no wax or solvents, dries in minutes to a hard, glossy, transparent film that will not discolor even light floors. It may be used equally well on asphalt, rubber, linoleum, vinyl, sealed wood, terrazzo, concrete, and other resilient and non-resilient floors.

Available in 5, 30, and 55-gallon containers.

MASURY-YOUNG CO., Dept. S, Boston 29, Mass.

CLASSROOM EQUIPMENT

SE-606

Teacher's Storage Cabinet

With 5 Adjustable Shelves

A teachers' storage cabinet is the newest addition to the line of flexible classroom furniture by Brunswick-Balke-Collender Co. With five adjustable shelves as standard equipment, the cabinet permits a variety of shelf arrangements for solving classroom storage problems.

Two file drawers, operating on full



steel extension arms equipped with ball bearings, are available for stor-

SHELDON
CHICAGO

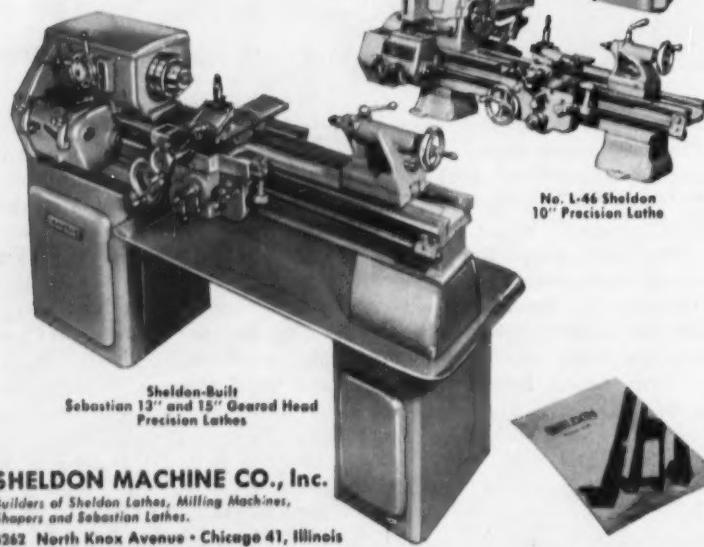
U.S.A.

Better Machine Tools for Teaching ... safer to operate, easy to learn on

For every school shop, laboratory and classroom . . . (from beginning classes in industrial arts and vocational education through advanced courses in trade schools and universities) . . . Sheldon builds a lathe to fit each academic, space and budget requirement.

Sheldon lathes are modern in design. With their easy-to-operate controls, students can learn basic lathe operations quickly and rapidly advance to practical shop projects.

From the largest 15" swing geared head lathe to the smallest 10" swing bench lathe, every Sheldon-built lathe meets the same rigid standards . . . standards that insure long life with minimum maintenance requirements in your school shop.



SHELDON MACHINE CO., Inc.
Builders of Sheldon Lathes, Milling Machines,
Shapers and Sebastian Lathes.
4262 North Knox Avenue • Chicago 41, Illinois

SE-418

SHELDON MACHINE CO., INC.
4262 North Knox Ave., Chicago 41, Ill.
Gentlemen: Please add my name
to your Shop Instructors
mailing list:

Name _____ School
School _____ Home
Street Address _____
City _____ Zone _____ State _____

PLEASE SEND ME YOUR NEW CATALOGS DESCRIBING
 10" 11" 13" Sheldon Lathes
 12" 15" Sebastian Gared Head Lathes
 Horizontal Milling Machine 12" Shaper

ing classroom records. The 23" by 47" cabinet can be mounted on either a full length style or island type base.

Sage gray is the main color theme. The user has a choice of blue, yellow or coral for the color of the doors and inside back panel to provide a colorful decor.

THE BRUNSWICK-BALKE-COLLENDER CO., 623 S. Wabash, Chicago 5, Ill.

Adjustable Chairs SE-607

Back Rest Assembly Improved



The addition of two push nuts to the ends of the back rest rods after the rods are inserted into the chair seat, keep the rods from dislodging in their mounting brackets. As a result, once the back rest is assembled, the addition of the push nuts make it a permanent assembly. No sacrifice to the full 5" horizontal adjustment of back rest has been made by this improvement.

AJUSTO EQUIPMENT CO., 2144 Madison Ave., Toledo, Ohio.

SE-608

Blackboard Erasing Cloth

Totally Absorbs Dust

Chalk-Off Cloth is a new blackboard erasing product. These treated cloths make it easy to clean blackboards and even improve the appearance of the boards.

The cloth is available in 36" widths and in rolls of 25, 10 and 5 yard lengths to school users. The dust is totally absorbed by the cloth, does not spread over floors and is so well removed that blackboard visibility is measurably increased.

MAJESTIC WAX CO., Denver, Colo.



"Tontine"® shades resist sunlight deterioration ... provide maximum performance at minimum cost

Forty weeks of severe accelerated testing under the Florida sun show that Du Pont "Tontine"® window shades possess superior resistance to deterioration from sunlight—number-one enemy of shades. Years and years of continuous use in schools throughout the country bear out the results of this unique test. It all adds up to longer service life for your shades . . . lowered maintenance and replacement costs for you.

Washability is another factor that makes "Tontine" shades truly economical. Simple soap-and-water clean-

ing causes dirt and grime to disappear . . . the original fine appearance to return. And washing won't crack, fray or pinhole shades.

Make sure the shades in your school **GIVE EFFECTIVE RESISTANCE TO SUNLIGHT DETERIORATION • WASH CLEAN AS NEW • REGULATE LIGHT TO PROTECT EYESIGHT • OFFER EXTENDED-LIFE ECONOMY.** Insist on shades made with Du Pont "Tontine"—the window shade cloth of *proven value*. Available in styles for every school need.

"Tontine" is Du Pont's registered trademark for its washable window shade cloth.

SEND COUPON FOR FREE BOOKLET

E. I. du Pont de Nemours & Co. (Inc.)
Fabrics Division, N-11508, Dept. SE-64
Wilmington 98, Delaware



Please send me a copy of your booklet "How can you measure the durability of window shade cloth?"

Name _____ Title _____
Firm _____
Address _____
City _____ State _____

Du Pont TONTINE®
Washable Window Shade Cloth



BETTER THINGS FOR BETTER LIVING . . . THROUGH CHEMISTRY

CLASSROOM EQUIPMENT

Laboratory Shut-Off Timer SE-609

Can Be Used on Many Instruments

Fisher Scientific Co. makes it easy to equip even the smallest, least expensive shaker or centrifuge with an electric shutoff timer. The Fisher Electro-Stopswitch is designed espe-



SE-420

IN STEP with advanced school design...

HAWS Deck-Type Drinking Fountains meet the demands of your school building program for improved water facilities inside the classroom! Your choice of optional combinations of HAWS Faucets and Fixtures make these fountains adaptable to all modern classroom needs. Teachers and students alike, benefit from HAWS!



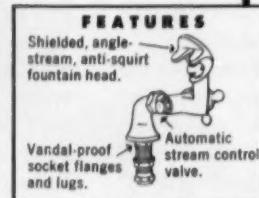
Series 2400
Model 2444



Series 2000
Model 2050



Series 2300
Model 2350



For the latest school design...

Specify the latest... HAWS DECK-TYPE DRINKING FOUNTAINS!

Write today... for the New HAWS Catalog!

In addition to the complete line of fountains, HAWS also features electric water coolers and emergency eye-wash fountains... and, KRAMER FLUSH VALVES, for all plumbing fixtures that require an automatic closing valve.



Series 2200
Model 2255

HAWS DRINKING FAUCET CO.

1443 FOURTH STREET (Since 1909) BERKELEY 10, CALIFORNIA

cially for laboratory use and is available in 60-minute and 24-hour models (each can be used for any fraction of these maximum periods).

After use with one instrument, the Electro-Stopswitch can be quickly used with the next instrument. The user simply makes electrical connection to the heavy-duty receptacle in the rear of the unit, and sets the desired operating period on the timer knob. When the cycle is over, the timer turns off the apparatus and its own pilot light.

FISHER SCIENTIFIC CO., 717 Forbes St., Pittsburgh 19, Pa.

School Furniture SE-610

In New, Colorful Line

American Seating Co. has just introduced Coloramic Classmates, a new line of functional tables and chairs styled to the modern school.

Classmate tables have self-leveling, silicone-floating glides which adjust automatically to uneven floors. Slim, sturdy steel standards afford maximum leg room. Height is adjustable in 1" increments.

Classmate chairs are comfortable and posture-perfect—adapting form and structure to body shapes, with comfort-contour seats and backs.

Two lovely colors—Diploma Blue and Classday Coral lend new brightness to classrooms.

AMERICAN SEATING CO., Grand Rapids 2, Mich.

Electric Hand Dryer SE-611

Scents Hands and Room



Activeaire Electric Towel, Model L, performs many essential functions simultaneously with its drying. It scents the hands and room and ultra-violet radiation kills air-borne bacteria.

The Model L can be operated from a regular 15 amp line.

ACTIVEAIRE DEVICES, INC., 105 E. 16 St., New York 3, N. Y.

THE SCHOOL EXECUTIVE



now... a *New* resilient
floor
treatment
for
**maximum
safety underfoot**

Complete protection
with
complete safety.

Super Hilco-Lustre FLOOR POLISH

Now at long last.....

"Slip Resistance" PLUS—

TOUGHNESS — to withstand heavy traffic.

RESILIENCY — to eliminate brittleness,
chipping and flaking.

HARD FILM — to guard against soft tacky surface
that foot-marks, catches and holds dirt.

Easy Sweeping — no drag on mop. Soil
and dust sweeps free.

Stays Cleaner Longer — Less frequent scrubbing and
damp mopping — Dirt and dust
will not become embedded.

Fewer Recoatings Necessary — Saves
material and labor costs.

Withstands Water Spillage — Will not turn white.

Lustre Buffs Back to like new appearance.

Traffic Lanes Patch in without recoating entire area.

Can Be Removed like water emulsion waxes.

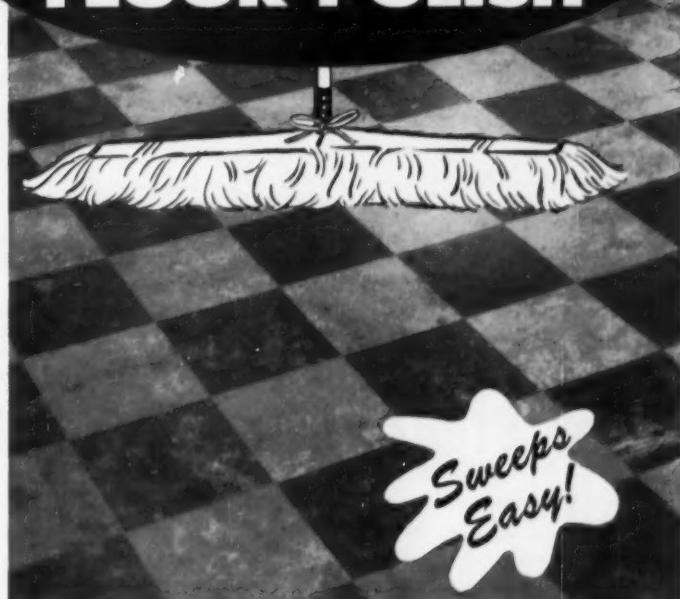
UL

ASK YOUR NEARBY HILLYARD MAINTAINER® to demonstrate SUPER HILCO-LUSTRE

— another Hillyard First — Tested and Proved. The Maintainer is a trained floor consultant, experienced in solving the most difficult floor problems. He is "On Your Staff, Not Your Payroll!"

HILLYARD
TREATMENTS
FOR EVERY TYPE FLOOR
ST. JOSEPH, MISSOURI
Passaic, N. J.
San Jose, Calif.

In our 49th Year of Service



HILLYARD, St. Joseph, Mo.

Without obligation, please have the Hillyard Maintainer nearest me PROVE that Super Hilco-Lustre is what my floors need.

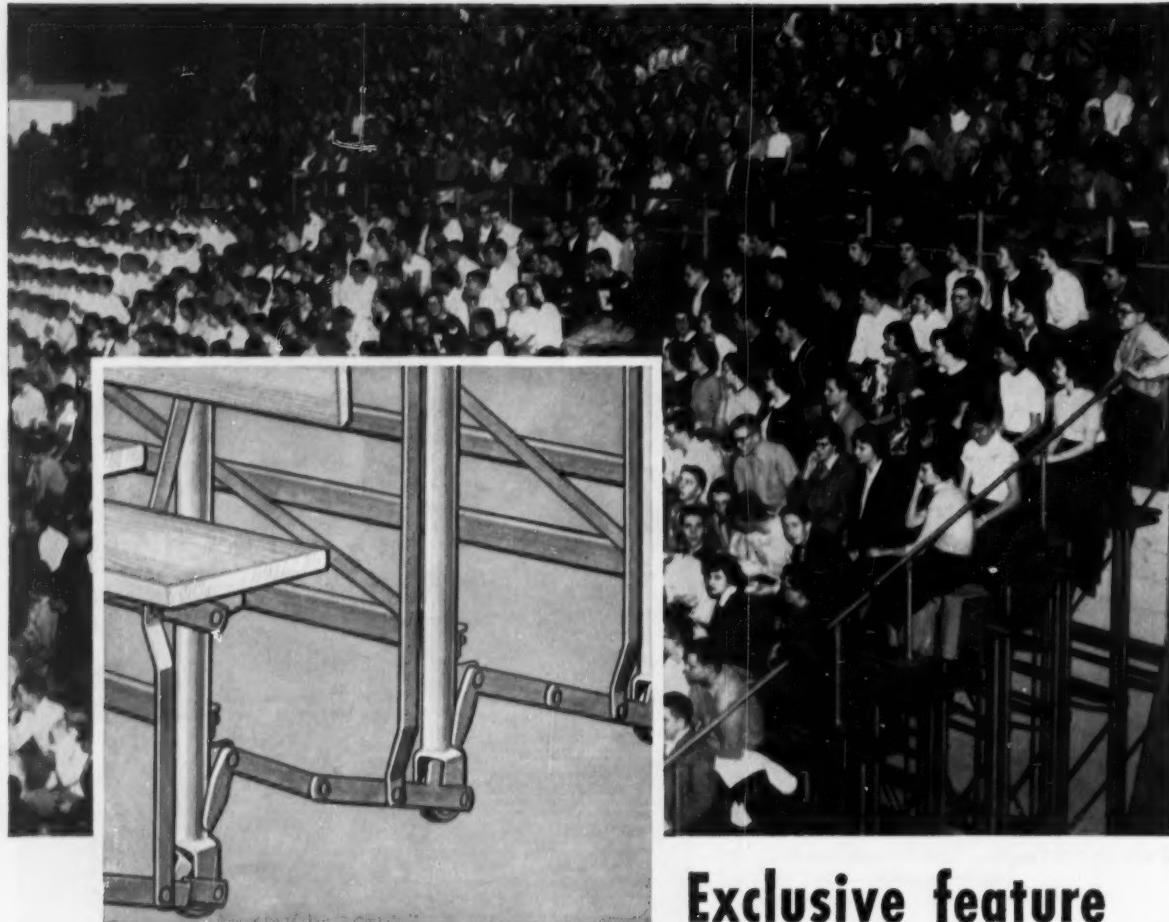
Name _____

Institution _____

Address _____

City _____ State _____

Fully-automatic, mechanical row locking without the weight of spectators ...



Exclusive feature of Brunswick-Horn Folding Gym Seating

The difference between Brunswick-Horn and conventional folding gymnasium seating is a combination of a number of exclusive features that adds up to greater comfort, safety, convenience, economy and value. Safety? Consider the Brunswick-Horn principle of row locking.

Each row is locked automatically and mechanically as the seating is opened. Floor plates or shoes are not required. More important...

spectator weight is not required. Thus, you are protected against movement or accidental folding of the unit even when it is only partially filled. Here's a measure of safety that no spring-loaded locking mechanism can ever offer.

Your Brunswick-Horn representative will be happy to tell you more about this, and the many other features of Brunswick-Horn equipment. Call him today!

See SWEET'S **22 J**
Ho

THE BRUNSWICK-BALKE-COLLENDER COMPANY
Horn Division • Marion, Virginia

Brunswick Horn

CLASSROOM EQUIPMENT

Science Lab Desk SE-612
Designed for Instructors

The Irby No. 1160 Instructor's Desk meets the specifications of the average secondary school science laboratory or small lecture room. The pull-out shelf provides additional working area and dry writing space. Three drawers provide storage for apparatus and materials. The correspondence drawer is for convenient filing of records and reference material. The cupboard is for storage of bulky items.

The sink is of 1 1/4" Colorlith—a handsome monolithic sheet that can take daily punishment in any laboratory.

IRBY CONSTRUCTION CO., MFG. DIV., P. O. Box 1019, Jackson, Miss.

Vinyl Upholstery SE-613
Comes in Wide Range of Colors

Loyola University's first dormitory building features elastic-backed Col-O-Vin upholstery for chairs and sofas in the Student Lounge. The couches are upholstered in Col-O-Vin "Munster" in Cerulean Blue with Autumn Brown while the Captain's Chairs are done in Ivory "Oxford Antique" design of elastic-backed Col-O-Vin.

Col-O-Vin is a resilient, strong elastic fabric backing with great tensile strength. It is soft, pliable, easy to tailor without pleating or folding, durable, and resistant to tearing or pulling.

COLUMBUS COATED FABRICS CORP., 7th and Grant Ave., Columbus, Ohio.

Drinking Fountain SE-614
For Use in Classrooms

The new Sunroc Deck Type Drinking Fountain conveniently furnishes

sanitary drinking water and general purpose water at the same point of use.

This light weight, stainless steel model, the Series 500, can be equipped with any combination of the many bubblers, glass-filters and faucets offered as accessory fittings. Available in four sizes, the Sunroc Deck Type Fountain is highly flexible in application.

Schools can be served far more adequately with this new Sunroc unit.

SUNROC CORP., Glen Riddle, Pa.

SE-423

The cafeteria at Swarthmore College, Swarthmore, Pa.

Fresh, cold,
better-tasting
milk
with a bulk milk dispenser



To give your students a taste treat, install a Stainless Steel bulk milk dispenser. Milk will have a better, more appealing flavor. The dispenser itself is refrigerated, the milk is always ice cold, and you solve for all time the problem of lukewarm milk on the serving line.

In addition to better taste, a milk dispenser offers many other advantages.

Costs are lower. You buy the milk in 5-gallon bulk milk cans. You don't tie up refrigerator space. There is no storage problem, since one container—inside the dispenser—takes the place of many. The Stainless Steel dispenser looks good, and you can clean it easily with just a damp cloth. Send the coupon for more information.

UNITED STATES STEEL CORPORATION, PITTSBURGH
AMERICAN STEEL & WIRE DIVISION, CLEVELAND
COLUMBIA-GENEVA STEEL DIVISION, SAN FRANCISCO
NATIONAL TUBE DIVISION, PITTSBURGH
TENNESSEE COAL & IRON DIVISION, FAIRFIELD, ALA.
UNITED STATES STEEL SUPPLY DIVISION,
WAREHOUSE DISTRIBUTORS
UNITED STATES STEEL EXPORT COMPANY, NEW YORK

USS STAINLESS STEEL

SHEETS • STRIP • PLATES • BARS • BILLETS
PIPE • TUBES • WIRE • SPECIAL SECTIONS

Agricultural Extension
United States Steel Corporation
Room 5271, 525 William Penn Place
Pittsburgh 30, Pa.



Please send more information about Stainless Steel bulk milk dispensers.

Name Title

Company

Street

City Zone.... State.....

UNITED STATES STEEL

CLASSROOM EQUIPMENT

Adjustable Glide SE-615

Supports Heavy Equipment

The heavy-duty, tiltable base, Scrubak adjustable glides have been designed for use on automatic vending machines, bookkeeping machines, air conditioning equipment, electric computing machines and other equipment requiring perfect stability for efficient operation.

The tiltable base assures a broad supporting surface at all times regardless of sloping floors or slanted



legs. Leveling can be accomplished with either an Allen wrench inserted in a hex at the top of the $\frac{1}{2}$ " threaded stem, or with a $\frac{3}{8}$ " open end or socket wrench.

The glide base is made of black

phenolic plastic with rounded edges which eliminates marking of the floors.

ADJUSTABLE CASTER Co., 1411 Walnut St., Philadelphia 2, Pa.

Typewriter Stand SE-616

Is Completely Adjustable



SE-424

No other tables have as many "Extra Features" as

Mitchell
FOLD-O-LEG
tables

- ★ GREATER SEATING CAPACITY
- ★ MORE LEG COMFORT
- ★ UNEQUALED APPEARANCE, DURABILITY, STRENGTH
- ★ FINEST CONSTRUCTION, MATERIALS, FINISHES
- ★ BUILT FOR LONG SERVICE

The Strongest,
Handiest Folding
Table Made!



SMOOTH, SANITARY TOPS of Masonite Preswood, Linoleum, Fir or Birch Plywood, Formica and Resilite

TUBULAR STEEL FOLDING LEGS



FOLD UNDER FOR STORAGE

QUICK, EASY SET-UP ★ FOR CHANGING ROOM USES



1, 2, 3, 4 LEVEL BANDSTANDS

"U" shaped set-up for BANDS and ORCHESTRAS allow unobstructed vision of musicians, director and audience. Improve appearance, discipline and director control. Some units set-up in a straight line can be used as stepped-up audience seating risers.



1-LEVEL PLATFORMS, STAGES

For speakers, raised speakers tables, ceremonies, acts, style shows. Quick set-up or removal. Used in Schools, Colleges, Churches, Hotels, Clubs, Lodges. Each unit only $2\frac{1}{2}$ " thick when folded. Stores in small space.

USE THE SAME UNITS FOR MANY DIFFERENT ARRANGEMENTS

MFRS. OF MITCHELL FOLD-O-LEG TABLES, BAND AND CHORAL STANDS, SEATING RISERS

Hardware Engineering Co.'s new adjustable typewriter stand helps eliminate work fatigue and increases speed and efficiency. Adjustment is made quickly and easily by turning the adjusting "Fold-Away" knob. There are no exposed moving parts to soil or damage clothing. A single turn of the crank gives 4" adjustment from $26\frac{1}{2}$ " to $30\frac{1}{2}$ " to the desired height of the operator.

The stand is made of 1" x 16 gauge steel tubing brazed. Tops are furnished in Duron material— $11/16$ " thick. Fiberesin plastic or hard maple tops can be furnished if desired.

HARDWARE ENGINEERING CO., INC., METAL FURNITURE DIV., Garrett, Ind.

Chair-Desk Seating SE-617

Units Shipped Assembled

The costly problem of installation has been eliminated in the 1500 line of chair-desk seating, since these units are shipped completely assembled.

The chair features proper balance, and extra large book storage. The elongated spider, tube, post and clamp offers the latest engineering for ease of adjustment, strength, and durability.

A variety of colors are available to lend new beauty to the classroom.

GLOBE MFG. & SEATING CO., INC., Amarillo, Tex.

New *Flexalum*® Audio-Visual blind keeps out 30 times more daylight!



Field tests just completed by a leading independent testing laboratory* show that the new Flexalum Audio-Visual Blind keeps out 30 times more daylight than a fully-closed conventional blind. With the flick of a cord, it turned a sunny classroom into a dark auditorium—easily meeting the requirements of

the Illumination Engineers Society for motion picture theaters! (Even with an opaque-type projector, the image was reported "clear, sharp, with good color"). Here, at last, is the blind that meets your daily classroom needs for audio-visual instruction at a moment's notice.

*Complete 20-page report of tests conducted by U. S. Testing Company sent on request. Write to: Hunter Douglas Corp., Dept. SE4, 150 Broadway, New York 38, N.Y. (In Canada: Hunter Douglas Ltd., Dept. SEC4, 9500 St. Lawrence Blvd., Montreal, Que.)

Flexalum
FLEXALUM DRAW DRAPERYES
FLEXALUM ALUMINUM AWNINGS
FLEXALUM VENETIAN BLINDS
FLEXALUM AUDIO-VISUAL BLINDS

TEACHING MATERIALS

Plastic Petri Dishes SE-618 Can Be Used, Thrown Away

New sterile plastic Petri dishes, designed for one-time use, eliminate the expensive washing and sterilizing usual with the glass dishes. The dishes are made of styrene plastic, are optically clear, and scratch-free. They have a heat distortion point of 90°C., are guaranteed sterile and



pyrogen-free, and are packaged to

Hundreds of
School Systems
SAVE
MAINTENANCE
COSTS

GET YOUR **FREE COPY**
OF THE 1956 EDITION

Before you spend money or budget for maintenance on roofs, floors, windows, interior or exterior painting, or waterproofing, take a look at Tremco's Revised School Building Maintenance Program—free for the asking.

For 28 years, Tremco field representatives have worked with school personnel in the development of sound, economical building maintenance techniques for all surfaces, inside and out. What the Tremco Man can do for you is contained in a 20 page booklet which is saving large and small school systems thousands of dollars yearly. No obligation. Ask your Tremco Man or write The Tremco Manufacturing Co., 8701 Kinsman Road, Cleveland 4, Ohio.



remain sterile for an indefinite shelf life. The plastic material contains no inhibiting agents and is inert to biological reagents.

CHICAGO APPARATUS CO., 1735 N. Ashland Ave., Chicago 22, Ill.

50 Watt Amplifier SE-619

Fine for Music Reproduction



Model 5650 is a new amplifier exceptionally well suited to installations which require good music reproduction as well as voice, and where a large area is to be covered. There are four microphone inputs and a special tape input. A three-speed phono top is available. Separate volume controls are provided, plus treble and bass boosts and cuts.

This unit is exceptionally flexible, not only because of its variety of inputs, but because of its low distortion and 90 watt peak power. This makes it a satisfactory amplifier for continuous tape programs and other music requirements, as well as regular voice PA assignments.

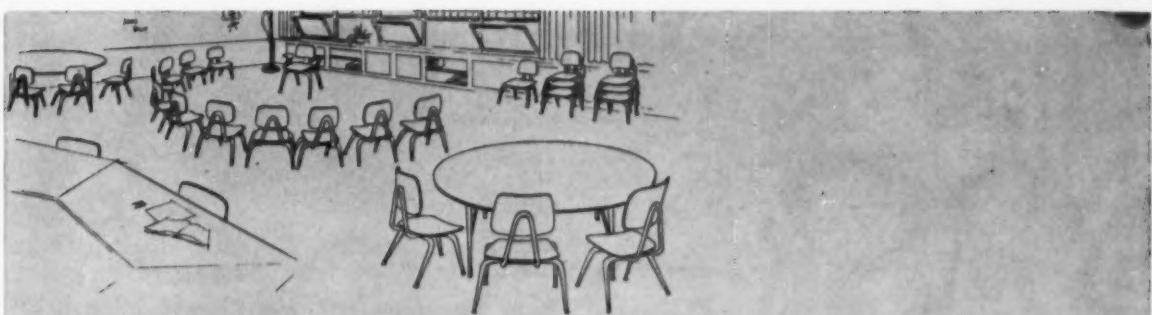
BELL SOUND SYSTEMS, INC., 555 Marion Rd., Columbus 7, Ohio.

Slide Projector SE-620

In 300 and 500 Watt Models



The AO Executive is a new automatic slide projector available in both 300 and 500 watt models. This projector has an all-new optical system including an f 3.5, 5" focal length lens and new condensing unit

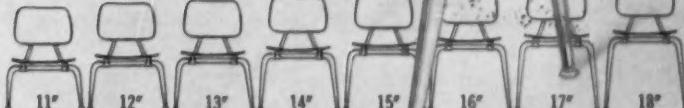


SCHOOL FURNITURE BY KUEHNE ... ultimate in styling,
 (SAY "KEE-NEE") quality and lasting value!

This is furniture that surpasses the demands of forward-looking school planners—furniture of graceful, functional design, as beautiful as it is practical—furniture made for comfort and fatigue-free learning—that defies the abuse of time—that resists the wear and damage of continuous daily use—that offers the utmost in service and delivers much more in value than its modest cost implies. For this is Kuehne classroom furniture—an achievement culminating 33 year's experience.

Write for NEW full-color catalog

EIGHT SIZES:



STACKING CHAIR

Simplifies storage, recovers space easily, quickly, by nesting one above the other. Legs, $1\frac{1}{4}$ " tapered tubular steel with ferrule-type self-leveling, rubber-cushioned glides. Seat and back, 5-ply hardwood impregnated with water-resistant resin. Three colors and satin chrome.

**CAFETERIA
ALL-PURPOSE CHAIR**

Identical to stacking chair except leg spread is reduced for placing closer together. 16" and 17" heights only. Non-stacking.



Another Kuehne Exclusive!



Self-leveling glides of stainless steel always stay level, even when furniture is lifted; won't mar floors; are completely interchangeable.



MANUFACTURING CO. • MATTOON, ILLINOIS
World's Largest Manufacturer of Tubular Furniture

DISTRIBUTORS: Inquire about the few choice territories still open.

TEACHING MATERIALS

which can be removed and opened like the pages of a book for easy cleaning. All controls including switch and changer are located on a compact control panel.

A special feature is a new automatic changer which inserts, returns, refiles slides and advances tray all in one simple action. An illuminated numeral indicator on top of the projector shows the position of the tray in changer.

The AO Executive is extremely lightweight being made of die-cast aluminum and finished in baked chip-proof enamel.

AMERICAN OPTICAL CO., Chelsea, Mass.



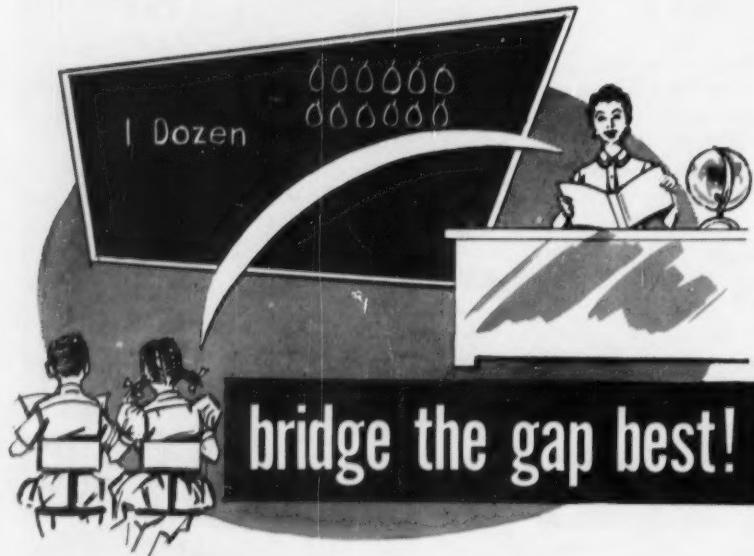
Lab Geiger Counter SE-621

Demonstrates Radioactivity

The Cenco Radioactivity Demonstrator is ideal for classroom use because it provides triple indication

SE-428

slate chalkboards



SUPERIOR VISIBILITY MEANS QUICKER . . . EASIER TEACHER-STUDENT COMMUNICATION.

Slate chalkboards command attention. The high degree of contrast between message and background on a slate chalkboard means a clear, easy-to-see, easy-to-grasp message . . . one to which the student instinctively responds. It's an invaluable aid to the teacher in classroom work . . . and an economical one, too . . . a one-time investment in dependability and eye-soothing service.

write for your free 12 page illustrated copy of
"SLATE CHALKBOARDS IN MODERN SCHOOLS"

contains

- Little Known Facts About Slate Chalkboard Visibility
- Tips on Chalkboard Maintenance
- Geographical Listing Of Outstanding Schools using Slate Chalkboards
- Cost Comparisons
- Authoritative Bibliography



PENNSYLVANIA SLATE PRODUCERS GUILD INC.

205 KEALTY BLDG.

PEN ARGYL, PENNA.

500 Million Years in the Making . . . NATURAL SLATE

of radioactivity: by speaker, flashing light, and built-in count rate meter. The instrument can be used for tracer study demonstrations and for such radioactivity phenomena as absorption, detector efficiency, health hazards, etc.

The instrument, which is plugged into any standard 115 volt outlet, can also be used in biological classes for trans-location study by adding small amounts of tracer elements to plant life or fertilizer and detecting the travel of the radioactive material.

CENTRAL SCIENTIFIC CO., 1700 Irving Park Rd., Chicago, Ill.

Infra-Red Heater SE-622

For Lab Drying and Evaporating



Drying and evaporating in the laboratory are expedited by infrared heaters; they eliminate the splatter and fuss of water baths and are more rapid. The Fisher Economy Heater has a unique multi-directional Castaloy clamp and socket; when the heater is attached to a support rod, heat from the 250-watt infrared bulb can be aimed horizontally through 360°, vertically through 300°. In addition, the lamp can be raised and lowered on a support stand to give the desired amount of heat as well.

The built-in reflectors save space, making it possible to attach a group of heaters to the same support for mass evaporation and for use over extra-large dishes.

FISHER SCIENTIFIC CO., 411 Fisher Bldg., Pittsburgh 19, Pa.



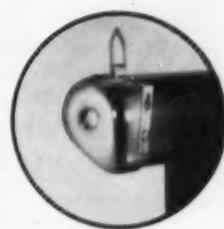
No more pulling screen fabric off the roller! The new Radiant Automatic Safety Roller Lock prevents fabric from being lowered beyond the full picture size. Assures even hanging and cuts down costly fabric repairs. EDUCATOR Wall models are specially designed for the constant handling required in classroom use.

WRITE FOR ILLUSTRATED CIRCULAR
giving specifications, prices on the complete line of Radiant
Projection Screens for all purposes.

Model ECED Wall Ceiling Screen

The simplest, most efficient large-audience screen of its type and size. Model ECED can be hung conveniently from either wall or ceiling by strong, dual purpose brackets.

Highly reflective, fine-grain glass-beaded surface provides sharp, bright projection quality—ideal for slides, filmstrips, movies. Available in eight sizes: 6' x 8' to 12' x 12'.



RADIANT
The World's Most Popular Screens
RADIANT MANUFACTURING CORP. • 1210 SO. TALMAN • CHICAGO 8, ILL.

MAINTENANCE

Chrome Polish SE-623

Makes Maintenance Easy

Chrome Clean is a new polish which can be used equally well on other metals such as stainless steel, copper, nickel, and porcelain. Application is with a small fine steel wool pad, furnished with each bottle. The saturated pad instantly dissolves stain, erosion, dirt and oxidation, without rubbing or scrubbing.

FLETCHER-HILLYER CORP., 906



Metropolitan Bldg., Minneapolis 1, Minn.

Surface Sealer SE-624

Protects Blacktop Paving Surface



Meco Black Knight Surface Sealer is a pitch emulsion that is insoluble in oils and gasoline. It prevents softening and disintegration of bituminous concrete due to attack by oils, greases, gasoline and weather. Three colors are available: charcoal, green and red.

Suitable for driveways, playgrounds, tennis courts, etc.

MAINTENANCE ENGINEERING CO., 16 W. Johnson St., Philadelphia 44, Pa.

Mosinee TURN-TOWLS

*make the
grade in
Every
Grade!*



FIRST GRADE



HIGH SCHOOL

FOURTH GRADE

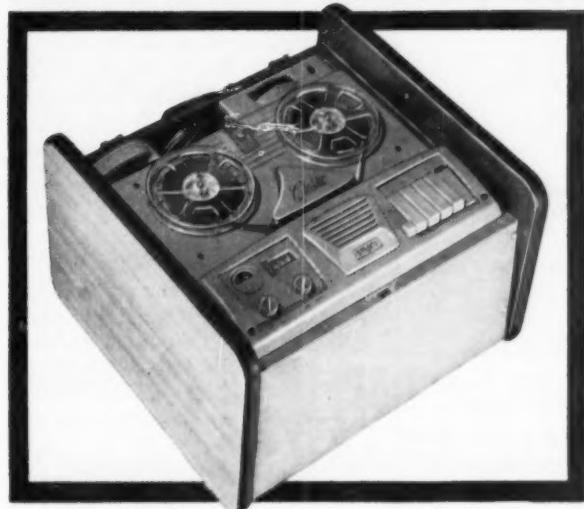
These photographs were actually taken in washrooms of elementary and high schools where Mosinee Turn-Towls are in daily use. Once they are shown how to use it, first graders operate the Turn-Towl dispenser as easily as high school students. Turn-Towl service provides advantages for everyone affected by towel service in schools.

1. PUPILS AND TEACHERS enjoy the finest quality towels available — Mosinee Turn-Towls.
2. MAINTENANCE PEOPLE like Turn-Towl service because towel consumption is cut on average of 50% . . . means less litter, less servicing of dispensers.
3. TAX-PAYERS benefit because Turn-Towl dispensers provide a low cost of towel service due to controlled dispensing.

Write for name of nearest distributor



**THE Sights and Sounds
...WITH IMAGINATION-STIRRING REALISM**



See and hear for yourself how faithfully Ampro interprets the sights and sounds of the world. Call your authorized Ampro Audio-Visual Dealer, or mail the coupon.

AMPRO CORPORATION

A Subsidiary of General Precision Equipment Corporation



It's a new adventure for student and teacher alike when Ampro Audio-Visual equipment joins the faculty. Products of more than a quarter-century of experience, Ampro projectors and tape recorders, reflecting a unique awareness of the specialized requirements of the classroom, offer realism in sight and sound that inspires teaching and learning.

**Ampro Super Stylist-12
16mm sound projector**

Especially designed for institutional use, the Super Stylist-12 combines professional performance with ruggedness and trouble-free operation. Illumination up to 1000 watts provides brilliant screening. Two-case design incorporates 10-watt amplifier and 12-inch Alnico-5 Permanent Magnet Speaker for true-fidelity, full-range sound under any acoustical conditions. Complete with Coated Super 2-inch F/1.6 lens..... \$499.50

**Ampro Classic
Two-speed tape recorder**

There's no need to handle this tape recorder with kid gloves! Cabinet is durable and tough—shockproof, scuffproof, scratchproof, childproof. Shock-absorbing bumpers protect inset mechanism. Electro-Magnetic "Piano-Key" Controls; 6" x 9" Alnico-5 Permanent Magnet Speaker. Automatic Selection Indicator and many more convenience features..... \$257.50

114

AMPRO CORPORATION
1345 Diversey Parkway, Chicago 14, Illinois

Gentlemen: Without obligation, I would like to have more information about the subjects checked:

- Ampro Super Stylist-12 Projector
- Ampro Classic Tape Recorder
- Name of my authorized Ampro Audio-Visual Dealer

Name _____

School _____

Address _____

City _____ Zone _____ State _____

BUILDING PRODUCTS

Long Tile

SE-626

Requires Lowest Cost Sub Structure

Monarch Colorblend Long Tile ($8\frac{1}{2}'' \times 4\frac{1}{4}'' \times \frac{3}{8}''$ ceramic wall tile) does the work of two $4\frac{1}{4}'' \times 4\frac{1}{4}''$ units. Its smooth, large area with fewer joints cleans easier, never requires costly repairs or refinishing.



Set vertically or horizontally, the tile adds width, length, or height, mak-

Clean



DRY MOPS

in Seconds

AND



BOILER TUBES



WATER PICK UP

with Spencer Vacuum!

Right on the corridor floor, you can have a narrow slot (VACUSLOT) which is connected to a powerful Spencer Vacuum unit and dust collector in the basement.

The operator moves the mop over the slot, each strand is pulled into the opening and agitated violently by the inrush of air. A clean mop in seconds, no dust — no muss.

In addition, connections can be made for the use of standard Spencer vacuum cleaning tools for cleaning floors, picking up spilled liquids, cleaning boiler tubes, and many other uses. Installation is simple — one vertical pipe line to all floors. Maintenance and operating costs are negligible.

Bulletin No. 153 gives complete description and specification of the VACUSLOT system, including the new application of tubing which greatly reduces installation costs.

THE SPENCER TURBINE COMPANY • HARTFORD 6, CONNECTICUT

SPENCER
HARTFORD

501-C

ing innumerable designs possible.

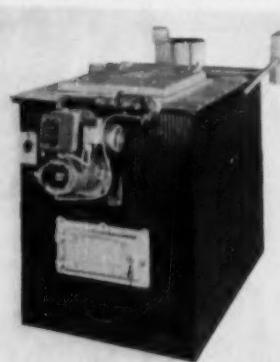
Available in all 28 Monarch Colorblend wall colors.

MONARCH TILE MFG. CO., INC.,
P. O. Box 1109, San Angelo, Tex.

Incinerators

SE-627

Feature Safety Control



Joseph Goder's new line of incinerators features improved blast type burner equipment with integral electric timer, safety control and electric ignition. Refractory lining has been improved and other details have been revised to provide an even more efficient Class IA Incinerator.

JOSEPH GODER INCINERATORS, 4241
N. Honore St., Chicago 13, Ill.

Floor Tile

SE-628

Has Unusual, Colorful Pattern

An entirely new concept in resilient floor tile, featuring a multicolored effect derived from the gem stone agate, has been introduced by the B. F. Goodrich Co. Called Agatine, the flooring provides the quiet and comfort of rubber with a super-dense surface eliminating dirt-catching surface pores. The unusual pattern, with its intricate coloring and symmetrical markings, is so arranged that footmarks hardly show.

A variety of colors are available in standard 9×9 tiles in $\frac{1}{8}$ " thickness for heavy traffic areas and in 80-gauge for lighter traffic areas.

B. F. GOODRICH, FLOORING DIV.,
Watertown, Mass.

GIVE TO CARE

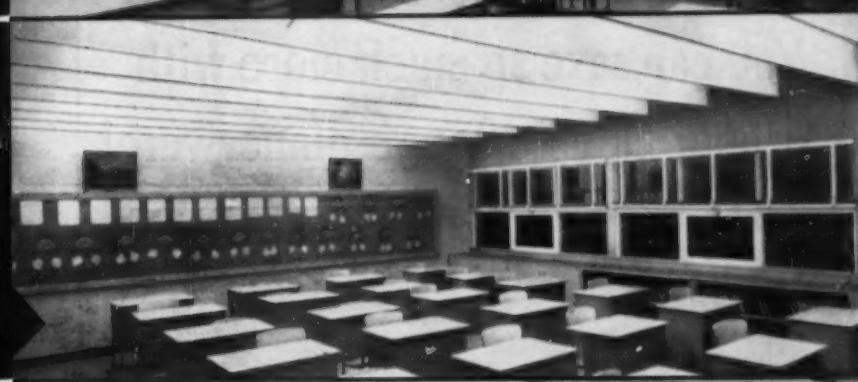
THE SCHOOL EXECUTIVE

saved: 62¢ per square foot

**saved
\$560
on this
room**



**saved
\$560
on this
room**



**saved
\$560
on this
room**



plus

**\$560 on each of 13 more
HAWARDEN school rooms**

THE sloped roof design of the new sixteen-room Hawarden, Iowa elementary school building would have required a false ceiling if standard suspended-type luminaires were installed on an acoustical ceiling. However, by installing the Curtis Light & Sound Conditioning System on various length hangers, architects Harold Spitznagel & Associates of Sioux Falls, South Dakota, not only provided the school with excellent low-brightness lighting and efficient acoustical treatment without extra construction work and expense, but they gave each room a level-ceiling look, and saved 62¢ per square foot too! For complete details on the Curtis Light and Sound Conditioning Systems in new or existing classrooms, write Department D27-LS.

**CURTIS
LIGHTING, INC.**

6135 WEST 65TH STREET
CHICAGO 38, ILLINOIS

IN CANADA:
195 WICKSTEAD AVENUE
TORONTO 17, CANADA

MACHINERY, TOOLS

SE-629

**Student Bench Tops
Have Been Improved**

The Tolerton Co. has redesigned their four student bench tops. The new angular steel splined tops will be available on all four student benches in the $2\frac{1}{4}'' \times 54'' \times 64''$ size.

The new tops eliminate the utensils which had been troublesome on such

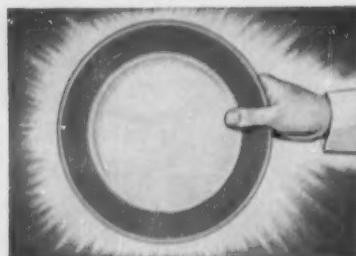


large tops. The heavy steel spline also prevents bowing.

THE TOLERTON CO., Alliance, Ohio.

SE-434
Four good reasons why

**You can save so much more with
Corning Double-Tough dinnerware!**



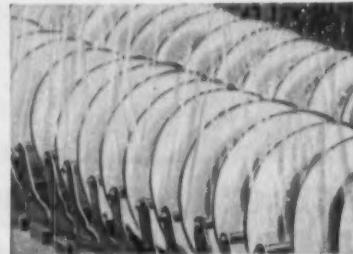
1. Long-lasting beauty! Double-Tough keeps its good looks much longer, because there's no surface glaze to scratch or wear away.



2. Extra durable! You save on replacement costs. Double-Tough survives a drop from a height twice as great as other ware.



3. Much lighter! Double-Tough Dinnerware is 20% lighter than competitive ware. It's far easier to stack, carry, and handle.



4. Washes easily! Double-Tough washes clean quickly and easily. Sticky foods won't cling to that smooth surface.

Now available in six distinctive color patterns



• In addition to the traditional green or maroon bands, you have your choice of Double-Tough in handsome solid borders of Coral, Gray, Autumn, or Aqua. Ask your Corning Double-Tough equipment dealer to show you the complete line—and start saving with Double-Tough soon!

CORNING DOUBLE-TOUGH Dinnerware

Consumer Products Division, Corning Glass Works, Corning, New York

SE-630

**School Shop Equipment
Is Made of Pressed Steel**



The Hallowell school shop equipment line consists of rugged, functional steel benches and cabinets designed and built to meet the specific needs of school shops and manual training classes. Functional design, interchangeable components and accessories, standard components such as legs, tops, and drawers that can be arranged in a countless variety to suit the needs of an individual shop or type of work along with rugged construction are the basic characteristics of the line.

Included are: benches and tables for woodworking, sheet-metal work, layout work, soldering, electrical work and stain and finish work, a drawing table with built-in storage space for drawing boards, cabinets for tool storage, a book and apron storage rack and a number of accessories.

HALLOWELL DIV., STANDARD PRESSED STEEL CO., Jenkintown, Pa.

SE-631
Belt Grinder

**Four Improved Models
Announced**



Four improved models of the Delta

THE SCHOOL EXECUTIVE

**You clean any type flooring
faster—better—more economically
with BRILLO FLOOR PADS**

You get cleaner floors with a longer lasting gloss at lower maintenance cost when you use Brillo Solid Disc Steel Wool Pads.

Solid Disc Gives Greater Coverage! The entire surface of a Brillo Floor Pad works for you—cleans all the floor it covers...saves time. Cleans and buffs at one time...saves labor. You get cleaner floors with less swirl marks.

Lasting sparkle for your floors! Brillo Floor Pads speed the waxing process—bring out floor beauty quickly—because cross-stranded Brillo metal fibers give gentle abrasive action in every direction. A daily once-over with a dry Brillo Floor Pad easily removes dirt, grime, scuff marks—avoids wax build-up—eliminates frequent stripping and rewaxing.

Efficient...easy to use! Place pad under brush of rotary floor machine. Operate as usual. Brillo Floor Pad stays in place...does not buckle...machine does not bounce. Sizes for every machine. All grades for every job.



Brillo Floor Pads give extra-long service. After using, simply shake out the pad, reverse and use again.

BRILLO SOLID DISC STEEL WOOL FLOOR PADS

BRILLO MANUFACTURING COMPANY, INC. • 60 John Street, Brooklyn 1, N.Y.

**Brillo Pads clean and polish Hardwood, Linoleum,
Asphalt and Rubber Tile, Terrazzo, Composition**

Available from your dealer in sizes from 8' to 22' diameter and in grades 0, 1, 2, and 3 for any cleaning, wax-

ing or buffing operation. Write for free booklet on complete instructions in modern floor maintenance.

It's Easy to Handle!

KOLLECTOR

Saves Money in Daily Clean-up of Schools & Rooms!

- Rolls smoothly on 3-inch, non-marking rubber casters for extra quiet!
- Frame will not tip—even when loaded!
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- Highest quality workmanship and materials!
- Heavy washable, long-life bag for cleanliness!
- Guaranteed Unconditionally!

KOLLECTORS are used in modern school systems all over America for economically collecting waste paper from school rooms and halls. KOLLECTORS save time and money! The frame folds easily with bag attached or unattached. See your dealer or write to DEPT. SE today for illustrated folder.

2323 ELLIS AVE
KOL INC. ST. PAUL 14, MINNESOTA

SE-436

SE-437

SEAT and SAVE!

SPECIAL QUANTITY PRICES . . . ON THE BEST FOLDING CHAIRS YOU CAN BUY!

Hampden's No. 76 Chair; first choice of seating experts! All steel tubular frame, comfort contoured metal seat. All parts rust proofed. Finish is baked-on, chip resistant enamel. Replaceable rubber feet.

Write . . . for sample chair. Inspect it, test it, no obligation.



No. 76

5 DIFFERENT STYLES TO CHOOSE FROM

Write Dept. 4-D
for illustrated catalog, prices, and name of local dealer.

Hampden

SPECIALTY PRODUCTS, INC.
FAIRFIELD - MASSACHUSETTS

PABCO PRODUCTS INC., San Francisco 19

- Please have The MAN from PABCO call.
- Without cost or obligation, send your folder, "Every Building Needs Pabco MASTIPAVE."

NAME _____

COMPANY _____

ADDRESS _____

This coupon may
solve your toughest
floor problems!

PABCO MASTIPAVE

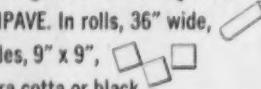
America's Finest Low-Cost
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**NON-SLIP, SUPER-TOUGH, RESILIENT**

No doubt about it, floor saving, safety and comfort are yours for years and years when you install Pabco MASTIPAVE . . . the floor covering with "time-tested toughness."

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Only PABCO makes MASTIPAVE

CLIP THE HANDY COUPON ABOVE
AND GET ALL THE FACTS FROM
THE MAN FROM PABCO

PABCO PRODUCTS INC., San Francisco 19



MAYLINE



Two Fine Tables for Your Classroom

This C-7702 Art Table has a 20" x 24" metal edge, adjustable drawing top and a 10" x 20" metal edge reference top. Base and utility drawer is of oak finished golden oak. Let us quote our attractive prices.

Drawing Table C-7703B has 30" x 42" solid basswood metal edge, adjustable top. Roomy drawers are individually keyed. Board compartment holds six boards 21" x 26". Base is oak finished golden oak or natural.

Symbol of  Superiority

MAYLINE COMPANY

609 North Commerce Street,
Sheboygan, Wis.



C-7703B DRAWING TABLE

MAYLINE

IN AMERICA'S SCHOOLS

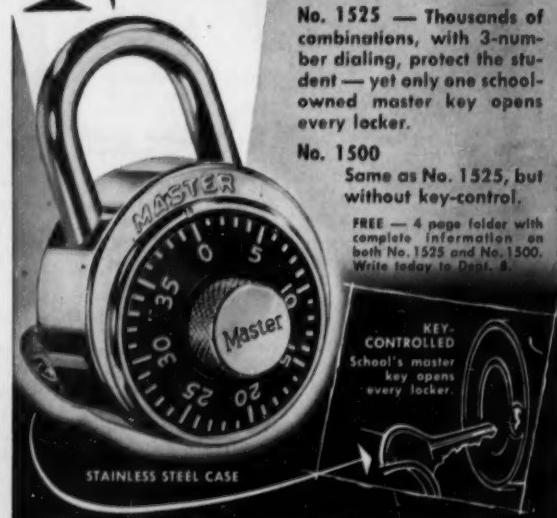
Master COMBINATION PADLOCKS

No. 1525 — Thousands of combinations, with 3-number dialing, protect the student — yet only one school-owned master key opens every locker.

No. 1500

Same as No. 1525, but without key-control.

FREE — 4 page folder with complete information on both No. 1525 and No. 1500. Write today to Dept. S.



Master Lock Company, Milwaukee 45, Wis.
World's Largest Padlock Manufacturers

SE-440



Specify
THE NEW
LOXIT

inclined extruded aluminum
CHALK TROUGH
5 Striking Advantages!

- A CRAYON HOLDER—Crayon is in easy reach and away from chalk dust.
- B ERASER POSITION—Faces student. Dust groove keeps eraser clean.
- C DUST COLLECTOR—Dust drops into special groove. Keeps trough clear. Facilitates cleaning.
- D FEATHER-EDGE FIT—Deflects dust into trough, away from the board and off the floor.
- E SWEEP-OUT END-STOP—Makes cleaning of trough simple.

WRITE FOR SAMPLE

LOXIT SYSTEMS, INC., 1217 W. Washington Blvd., Chicago 7, Ill.

**ADJUSTABLE
TYPEWRITER
HEIGHT UNIT**



What is right for this operator



Is wrong for this operator

When ordering Adjustable Typewriter Desks—specify the
TYPE-RIGHT Adjusting Unit

HAMMOND INDUSTRIES, INC.

6131 Calumet Avenue

Hammond, Indiana

April, 1956

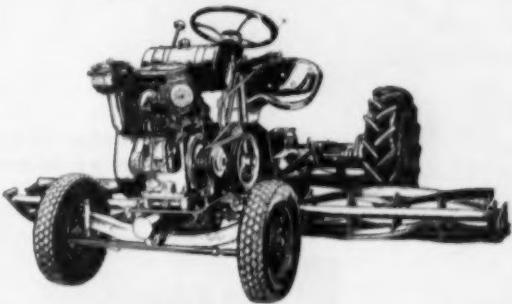
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HEAVY GRASS**

Faster—Easier—Better with...

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NATIONAL TRIPLEX 7-foot Cut



2 Speeds, Forward and Reverse. Speeds 2 to 14 Miles per Hour
Low Center of Gravity Enables Cutting of Slopes Heretofore
Considered Impossible.



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Sickle Bar
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NATIONAL
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Timken Bearings. Weight
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REEL ADJUSTS TO BED
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NATIONAL 30 inch Rider



A Rugged Maneuverable Rider. Wonderful for Hills!
Unbeatable on Level Ground!
30 inch cut. 2 1/4 H.P. True differential drive. 6 1/4 inch Reels.

FOR 36 YEARS, BUILDERS OF POWER MOWERS

**NATIONAL MOWER
COMPANY**

839 CROMWELL AVENUE
ST. PAUL 14, MINNESOTA

MACHINERY, TOOLS

2½" belt grinder featuring new rubber contact wheels and improved belt alignment adjustment have been introduced by Rockwell Mfg. Co.'s Delta Power Tool Div.

The new contact wheels enable the user to obtain a better finish in less time. They also reduce costs by increasing the life of abrasive belts. The hubs are designed to accommodate standard tires 2½" wide and 6" in diameter so that tires may be easily replaced.

DELTA POWER TOOL DIV., ROCK-

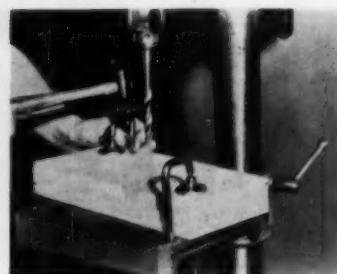
WELL MFG. CO., 446 N. Lexington Ave., Pittsburgh 8, Pa.

SE-632

Workholding Clamps For Drill Press

New self-locking J-Lock workholding clamps simplify workholding on a drill press. Designed to hold material up to 2½" thick, the clamps are particularly useful for holding in place long workpieces laid diagonally across the work table.

The clamps are inserted in holes drilled at both ends of the table; the

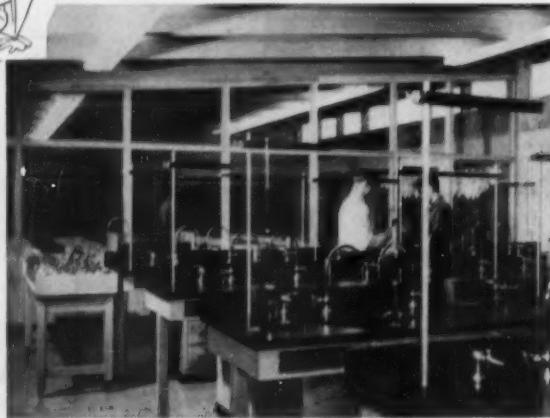


long leg of the inverted J entering the hole at an angle, the short leg pinning the work to the table. When the bottom of the J is tapped with a hammer, the spring action of the leg in the hole holds the clamp tightly in position.

DELTA POWER TOOL DIV., ROCKWELL MFG. CO., 446 N. Lexington Ave., Pittsburgh 8, Pa.

SE-443

planning makes the difference in Kewaunee Educational Equipment



for LABORATORIES, INDUSTRIAL ARTS, HOMEMAKING, FINE ARTS

From first to last—from the initial design of every unit to its final installation—*planning* makes the difference in Kewaunee Educational Equipment.

Based on a half century of experience in the educational field, each Kewaunee unit and complete floor layout is *planned* for maximum classroom efficiency, maximum flexibility, long life and low cost.

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FREE PLANNING AIDS. New 44-page catalog of Educational Laboratory Equipment, Section 5. Also new 48-page Planning Manual, Section 5A. Write for your copies.



Kewaunee Mfg. Co.

J. A. Campbell, President

5031 S. Center St., Adrian, Michigan

REPRESENTATIVES IN PRINCIPAL CITIES

FOOD SERVICE

Kitchen Cabinets SE-633

Finished in Zinc-Coated Steel



All door and drawer fronts of Lyon kitchen cabinets are made from zinc-coated steel. Then the balance of the cabinet is specially Bonderized. After that a coat of enamel is electrostatically applied and baked on; then another coat is applied and baked on—the result, a finish that absolutely prevents rust.

The illustration shows the Home Economics room in West High School, Aurora, Ill. with Lyon installations.

LYON METAL PRODUCTS, INC.,
Aurora, Ill.

Safety Glassware SE-634

Is Virtually Unbreakable

Duralex is the name of a new line of safety glass table ware. Its special construction makes it shock-resistant, virtually unbreakable in ordinary use.

ROLL-AWAY CHAIR AND TABLE TRUCKS

SE-444



CHAIR TRUCK

20" x 72"
20" x 96"
20" x 120"

Chair trucks are designed to hold any width chair from 15" to 18" wide, capacity from 30 to 45 chairs, frame constructed of heavy steel formed channel electric welded, equipped with 4-4" swivel casters and 4 aluminum casting corners for holding handles.



TABLE TRUCK 30" x 72"

Table trucks are designed the same as a chair truck with 2-1/8" and 4" wood battens, will handle 12 any size tables.

GROGG BROS.

MFG. CO.

SPRING GROVE, PA.

Contact your nearest dealer or write for brochure & price list.

SE-445

Fairhurst installation in gymnasium, Riverhead High School, Riverhead, N. Y. Wm. J. LaFon, II, Architect. Top: View of units partly closed. Bottom: Wall in complete position.

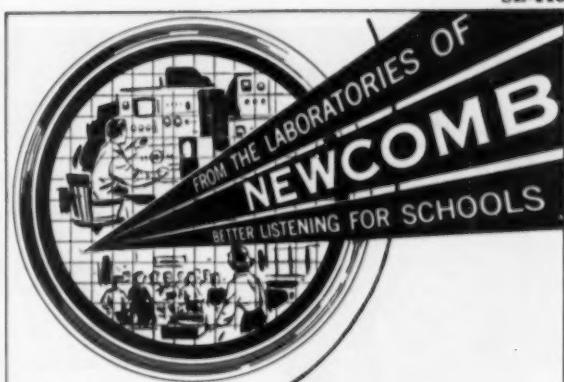


John T. Fairhurst Co., Inc.

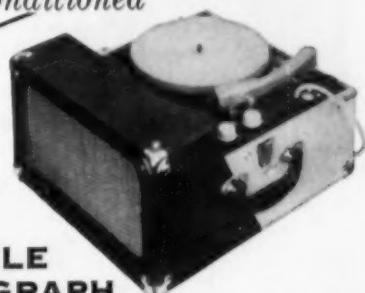
45 West 45th Street

New York 36, N.Y.

SE-446



School-Conditioned



MODEL C-12

PORTABLE PHONOGRAPH

The Coloratura high fidelity phonograph, newly introduced by Newcomb, is the most versatile school training tool on the market today. The unexcelled "sound of quality" is the result of development in the Newcomb laboratories in Hollywood, the source of all good sound reproducers. The big 11 inch oval speaker reproduces every size and kind of records full and clear, even at the high sound level necessary in large classrooms. Exclusive Newcomb "floating sound" protects against needle skipping from vibration caused by dancing feet. Kickproof metal grille protects the valuable extended range speaker. Light weight, (21 pounds) in easy-to-carry Fabricoid covered case.



THE NEW P-12C

A real professional-type record player for many school uses, at the price you'd expect to pay for a home phonograph. The Newcomb "Pacemaker" weighs only 16 pounds, yet it embodies many features expected in much heavier and more expensive units. Plays 33 1/3, 45 and 78 RPM records with quality and volume that will amaze you to hear. Heat and humidity resistant ceramic cartridge, dual sapphire needle points, inverse feedback controlled beam powered amplifier, and many other high quality features.

Write for full particulars before you buy any school phonograph equipment. Newcomb has a complete line to fit every classroom use.

NEWCOMB . . . THE SOUND OF QUALITY SINCE 1937

NEWCOMB AUDIO PRODUCTS CO. Dept. S-4
6824 Lexington Avenue, Hollywood, California

- Please send me complete particulars about the Newcomb line of classroom phonographs.
 Send name of our nearest Newcomb distributor.

Name _____

School _____

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City _____



The Teacher is the most important factor in any classroom. Next in line is an adequate supply of carefully chosen and well preserved textbooks.

The constantly increasing enrollment presents a serious textbook budget problem in practically every school department.

HOLDEN BOOK COVERS

are keyed to meet the demands of budget-conscious school administrators.

They increase the life of the books from one to three years.

They keep the books clean and sanitary.

They are attractive and they are practical—

Because—they are made of a specially processed paper, designed to withstand the wear of classroom use, and to resist the weather conditions encountered in carrying books to and from school.

When you think of **BOOK COVERS**, you naturally think of **HOLDEN**.

Samples on Request

HOLDEN PATENT BOOK COVER CO.

SPRINGFIELD, MASS.

SE-448

Specify
Letter Boxes
Keyed for
Modern
Efficiency



You get an extra-convenience keying feature with CORBIN Letter Boxes that's a "natural" for schools and colleges. It permits a student to unlock dormitory door, room door, and letter box with the same key. It's an "optional" you'll want for highest efficiency in your mail system.

CORBIN Letter Boxes give you solid security too — the same sturdy construction that qualifies them for post office use. The only difference is appearance . . . richer, more distinctive designs that blend with any modern school interior. For modern efficiency and appearance, specify CORBIN Letter Boxes. They're available with either key or combination type locks; in complete, assembled sections, ready for service. Write for Catalog WP 25. Corbin Wood Products Division, Dept. SH, The American Hardware Corporation, Hornell, N. Y.



LETTER BOXES

SE-449



THE 20th century's answer to grime and dirt. It's jiffy-quick, saves time and labor. Easy to use . . . just rub on and dirt vanishes. Concentrated, a little goes a long way. Non-toxic, will not harm anything that water alone will not harm. Once tried you'll laugh at old fashioned "special-purpose" soaps and cleaners. Sold coast-to-coast directly from our laboratories to you. Available in 55 gallon containers.

Use Nu-Lite on:



Write for Free Brochure on Nu-Lite

STANDARD DISINFECTANT CO.
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Maintenance Chemicals for Schools, Hospitals and Industry
 • Disinfectant
 • Velva Lathe Liquid Hand Soap
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 • G-11 Surgical Soap
 • Mirror Gloss Wax for Floors
 • Rusto Paint Cleaner
 • Flash Liquid Dishwashing Compound

SE-450

SAFEST CUTTING BOARD EVER DESIGNED...

**PREMIER
ACE
ALL-METAL
CUTTING
BOARD**



The new Premier Automatic Guard Rail feature affords complete protection against accidents—making the Ace All-Metal Cutting Board the safest for use in classrooms and school offices. Other features include automatic paper clamping device to keep material in position for accurate cutting . . . Hollow ground, self sharpening steel blade . . . permanently, accurately scored half-inch squares . . . rugged, all-metal construction for years of outstanding service.

For Complete Information, Name of Nearest Dealer Write

PHOTO MATERIALS

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Chicago 12, Illinois

SE-451

IMMEDIATE DELIVERY ON ALL EQUIPTO LOCKERS!



Expanded production facilities now permit SAME-DAY-SHIPMENT of all orders for Equipto's widely acclaimed Modern-Flow Lockers. No nuts, bolts or screws . . . 83% faster assembly time. Available in your choice of single, double or multiple tier types in all standard sizes. Write today for handy free booklet "How to Solve Your Clothes Storage Problem."

FREE BOOKLET ANSWERS
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Equipto

Steel Shelving . . . Lockers . . . Benches

Division of Aurora Equipment Co.
612 Prairie Ave., Aurora, Ill.

SE-452

The Case of the Offset motor



An offset eye may mean nothing to you, but an offset motor could cut maintenance costs for you.

The exclusive Kent floor machine design cuts labor costs up to 18.9% over center-mounted and divided-weight machines.

KENT EXCLUSIVE FEATURES:

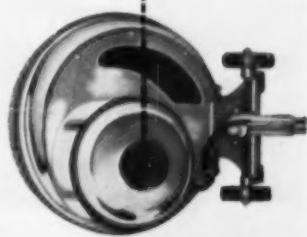
Balanced Power . . .
minimizes torque,
offsets handle weight

Floating Power . . .
"cushioned" gears

"Power" Steering . . .
fingertip control

Only 2 Gears

Fully Enclosed Motor . . .
no dust, no dampness



Offset motor means Balanced Power

Imperfect balance and torque—sidewise pull of the brush—make ordinary floor machines hard to operate. Kent's exclusive offset motor counterbalances handle weight and minimizes torque . . . means less fatigue, faster work. All weight is evenly distributed on the revolving brush — longer wear, fewer service problems.



Kent's famous cleaning team uses a Kent industrial vacuum cleaner — for wet or dry pickup.

MAIL
COUPON
TODAY!

KENT Company, Inc.
420 Canal Street, Rome, New York

Yes, I want to cut maintenance costs! Send full details
on your line of floor machines vacuums.

Name _____

Firm Name _____

Address _____

City _____

State _____

FOOD SERVICE

and able to withstand oven heat up to 600°F. It will not discolor, crack or craze. Should it break, the fragments are not sharp, needle-like slivers.

The line includes six tumblers of various styles and capacities; cup and saucer; bowls and compotes in different sizes; soup plates and soup bowls in plain and fluted styles; and fluted and plain dinner plates.

INTERCONTINENTAL GLASSWARE
Co., Inc., 50 Church St., New York
7, N. Y.



Folding Lunchtable SE-635

Hydraulic Device Makes Set-Up Easy

Haldeman-Homme Mfg. Co. has a new folding lunchtable with a specially engineered hydraulic cylinder that makes the set-up practically

automatic. You simply unlatch it and the 14 ft. table with benches unfolds gently, quietly, quickly into place by itself, providing seating for up to 24 people.

The new table permits rapid conversion of any available floor space such as gyms, multi-purpose rooms and corridors, into a comfortable, organized lunchroom.

HALDEMAN-HOMME MFG. CO., 2580 University Ave., St. Paul 14, Minn.

SE-453

BRITEN-ALL IS SAFE

A hand holds a rectangular piece of terrazzo, showing its polished surface. The Briten-All product is being applied to the surface, creating a bright, reflective area.

for TERRAZZO AND ALL OTHER FLOORS

HARSH CLEANERS DESTROY

An illustration of a terrazzo floor surface that has been damaged by harsh cleaning chemicals, appearing worn and discolored.

BRITEN-ALL PRESERVES

An illustration of a terrazzo floor surface that has been treated with Briten-All, appearing clean and well-maintained.

VESTAL INCORPORATED
4963 MANCHESTER AVE.
ST. LOUIS 10, MISSOURI

Certain crystalline chemicals that are common ingredients of many detergents and powdered soaps can—through repeated use—severely damage terrazzo flooring.

Be safe with Briten-All, the powerful but neutral cleaner with non-crystalline characteristics.

Briten-All will not injure the finest floors or floor finishes.

Refrigerator SE-636

Combines with Freezer



The Vimco Stainless Steel Model DTS-16F-16-S Dual Temperature self-contained Refrigerator features a combination 16 cu. ft. normal temperature refrigerator and a 16 cu. ft. freezer. It has unique interchangeable interiors that are adjustable on 1" centers to take any one or any combination of bakers pan slides, stationary or pull-out meat rails, stationary or pull-out shelves and refrigerated drawers. Interior accessories can be changed in minutes, without tools.

A few of the features: 100% metal construction, automatic self-defrosting, sanitary wipe-out bottom, automatic interior lighting, built-in cylinder locks and heavy die-cast handles on doors.

VICTORY METAL MFG. CORP.,
Plymouth Meeting, Pa.

SE-454



Trim Line

New simplicity of design achieves style, comfort and classroom efficiency with strength to pass the test of time.



WRITE FOR COMPLETE CATALOG OF TUBULAR STEEL FURNITURE
Patents are pending on all the pieces of the Heywood-Wakefield Trim Line design. Heywood-Wakefield, School Furniture Division, Gardner, Mass. and Menominee, Mich.

SE-455

**Right At Your Finger Tips
A Plastic Binding Kit
For Scrapbooks and Albums**



(Illustration of two hole kit)

\$11.90

3 HOLE KIT — \$16.90
4 HOLE KIT — 29.90



Exciting new do-it-yourself binding kit, simple enough for a child to operate. Just insert the pages and punch, then pick a colorful binding tube from the spin dial base, snap into place and in seconds you have a real professional-looking colorful volume.

write for free booklet to department SE-4

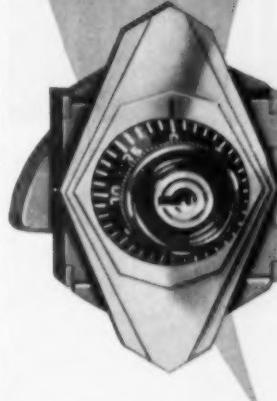
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200 Hudson St., N.Y. 13, N.Y.
Call Worth 4-5521

SE-456

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manufacturers
select**

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*built-in
combination
Locks*

for dependable locker security

Soundly engineered, ruggedly made, National Lock built-in Combination Locks assure positive locker security. Three-number dialing...special self-locking feature (combination is disarranged when door is closed)...easy-to-read dial...all mean convenience in use and troublefree service. Leading locker manufacturers look to National Lock...make certain you specify these superior locks on the new lockers you buy. Available with or without masterkey feature.

EFFICIENT LOCKER CONTROL

Master charts for lock records, complete with leatherette binder, are supplied FREE with quantity lock purchases. Ask about them.

*write on your letterhead for
a free sample lock*



NATIONAL LOCK COMPANY

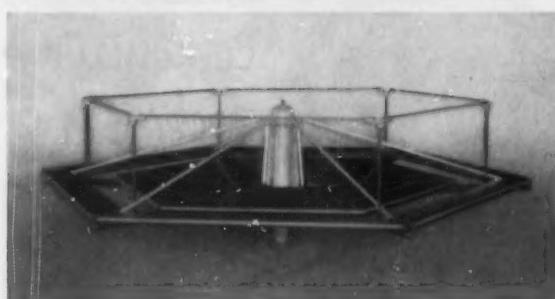
Rockford, Illinois • Lock Division

**THE POPULAR WAY
TO PLAY IT SAFE**



SINCE 1894

TROJAN PLAYGROUND EQUIPMENT



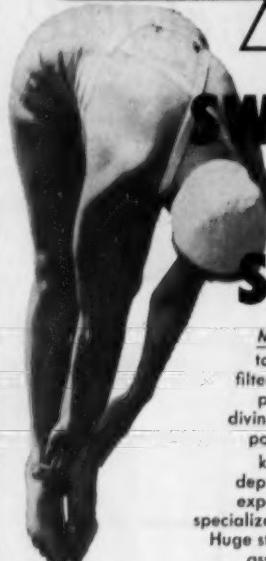
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STEEL SLIDES • SEE-SAWS • SWINGS • SWING
COMBINATIONS • LOOP-O-BALL • HORIZONTAL
LADDERS • GIANT STRIDES • BIKE RACKS •
FLAG POLES**

For almost 60 years, in playgrounds and schoolyards all over America, Trojan has been providing safe, enjoyable, durable equipment for physical recreation. Nationally distributed; ask your supplier or

WRITE FOR CATALOG

**T R O J A N
PLAYGROUND EQUIPMENT
MANUFACTURING COMPANY**
ST. CLOUD, MINNESOTA

modern GIVES YOU SO MUCH more...



in

SWIMMING POOL SUPPLIES

Modern manufactures over 100 top quality products—including filters, drains, vacuum cleaners, pool paint, algae preventives, diving boards—for every swimming pool need. Modern offers more know-how, more value, greater dependability—thanks to a large, experienced staff and 21 years of specialized manufacturing experience. Huge stocks and regional distributors assure fast shipment. Low prices save you money.

FREE!
Send today for big Catalog No. 16-R

modern
SWIMMING POOL CO., INC.
One Holland Ave., White Plains, N.Y.
Manufacturers of Swimming Pool Supplies Since 1935



USE
Wenger
3 STEP
**CHORUS
RISERS**

Wenger gives you these IMPORTANT features for Longer Life, Improved Appearance and Extra Convenience.

- Sets up Speedily
- Takes Down Instantly
- Stores Compactly
- New Shaper-Cut (rounded) Smooth Edges
- New All-Bolted Construction. Sturdy BOLTS on every hinge and brace!

Makes All Groups Look Better . . . gives each member plenty of room . . . Wenger units lock together in semi-circle-enables conductor to see and hear each member. Simply add units to meet growing needs. Safe, Sturdy, Long Life . . . features Wenger Shaper-Cut (rounded) edges and All-Bolted Construction. Wenger's Complete Line . . . Combination risers and portable stages for any event or performance. New 1955-56 catalog illustrates many types of risers, portable stages, sousaphone chairs, variety shows, and other top-quality items.



Send for FREE
Catalog and
Low School Prices

WENGER MUSIC EQUIPMENT CO.
RISERS—PORTABLE STAGES—SOUSAPHONE CHAIRS
20 Wenger Bldg. Owatonna, Minn.
WENGER—Top Name in Risers!



ATTENTION, CLASS ADVISERS!

Recommend this
HI-LO Adjustable Lectern
to your seniors
as an appropriate
"Class Gift"*

- Electrically operated
- Adjusts through a range of 8 inches
- Push-button control
- Quiet, dependable performance

The HI-LO Adjustable Lectern is an ideal class gift because it is a permanent auditorium fixture . . . a beautiful and impressive addition to school equipment. One class officer writes: "Our whole class is tickled with our new Lectern, and so are the faculty and the school board. It certainly makes a wonderful class gift to any school!"

Write for literature now! Don't delay! Last year many graduating classes were disappointed because their orders were placed too late for delivery by Commencement time.

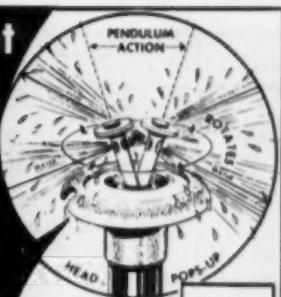
*Suitably inscribed bronze plaque furnished on "Class Gift" orders at no extra cost.

DETROIT LECTERN COMPANY, INC.
13336 Kercheval Ave., Detroit 15, Mich.

Your budget
can include

RAIN JET SPRINKLERS

1 does the
work of 5!



395 ea.
list price

MORE VALUE FEATURES

AT LOWEST COST

- Safe, flush installation. (Rubber caps optional.)
- Max. efficiency at low pressures (25 p.s.i.)
- Easily installed. Minimum of maintenance.
- Low angle of discharge (3-ft. max.)
- Even distribution of gentle rain-like drops. No mist or blow away.

AT LAST! PARKWAY AND EDGE PROBLEM SOLVED

51C Rain Jet covers area 5-ft. wide and 40-ft. long. No mist or fog. Ideal for parkways and between buildings.

All Rain Jet heads
precision-built for years of rugged use.

WRITE FOR FULL PARTICULARS

3087 N. California St.
Burbank, California

Whatever your school fencing needs
get the best...

GET CYCLONE!



NO JOB IS TOO LARGE—NO JOB IS TOO SMALL FOR CYCLONE*

CYCLONE FENCE DEPARTMENT, AMERICAN STEEL & WIRE DIVISION
UNITED STATES STEEL CORPORATION
WAUKEGAN, ILLINOIS • SALES OFFICES COAST-TO-COAST
UNITED STATES STEEL EXPORT COMPANY, NEW YORK



*Cyclone is the trade-mark name of fence made only by Cyclone. Accept no substitute.

USS CYCLONE FENCE

UNITED STATES STEEL

—CLIP THIS COUPON—MAIL IT TO—

Cyclone Fence
Dept. 3-46
Waukegan, Ill.

Please send me, without obligation, complete
information on Cyclone Fence and Gates.

Name _____

Address _____

City _____ State _____

OTHER NEW PRODUCTS

Steel Bleachers SE-637

New Low Cost Units

The Budget Master line of steel bleachers for smaller installations are suitable for both permanent and temporary set-ups, either indoors or outdoors. The bleacher has a welded steel angle framework and is skid-mounted. It is furnished in standard sections of five or ten rows deep and lengths in multiples of six feet. Sec-



tions are easily assembled to seat any group from 20 to as many as 5,000 spectators or more.

SAFWAY STEEL PRODUCTS, INC.,
6234 W. State St., Milwaukee 13,
Wis.

SE-463



"See! Only 30 seconds to fog this room!"

THAT'S how quickly you can control insects in 10,000 cubic feet of space with WEST ATOMIZERS and potent, penetrating VAPOSECTOR insecticide.

Insects have no place to hide. VAPOSECTOR penetrates everywhere:

- cracks
- crevices
- even remote hiding places.

Insects have no time to escape. VAPOSECTOR penetrates their outer skin for a quick, permanent kill. Yet it's safe to use. Odorless

and nontoxic when used as directed.

INSECT control is economical—when VAPOSECTOR is used in a WEST ATOMIZER. Only one or two ounces control all insects in 1,000 cubic feet of space:

- in just 3 seconds
- at a cost as low as 5¢.

LET a West representative tell you more about West's *Insect Control Program*, equipment and insecticides. Many kinds and types are available. Or write for our 32 page booklet, "Industrial Insect Control."

OLDEST AND LARGEST COMPANY
OF ITS KIND IN THE WORLD



Branches in Principal Cities •

FREE BOOKLET
Use your business letterhead to request
our 32-page booklet,
"Industrial Insect Control."
WEST DISINFECTING COMPANY
Dept. 15, 42-16 West St.
Long Island City 1, N.Y.

In Canada: 5621-23 Casgrain Avenue, Montreal



Electric Duplicator SE-638

Improvements Aid Systems Work

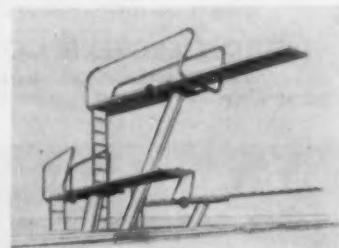
Positive margin adjustment for copy alignment and a slotted drum for systems blockout work are new features of the D-11 electric duplicator by Ditto, Inc. By turning a knurled wheel on the duplicator drum, the master can be raised or lowered $\frac{1}{2}$ ". A pointer on the drum indicates the relative position of master to copy paper.

In systems work, this adjustment can be made to register the master with kiss-printed forms; in general duplicating, the operator can use the adjustment to compensate for copy placed too high or low on the master.

DITTO, INC., 2243 W. Harrison St., Chicago 12, Ill.

Diving Towers SE-639

In One, Three Meter Models



To meet demands for better design in swimming pools, Swimquip, Inc., has announced ultra-modern models of three meter and one meter diving towers.

Special features are the new "Forward Look" achieved through a single oblique tubular stem, and the convenience of a foot adjusted fulcrum for diving board spring control.

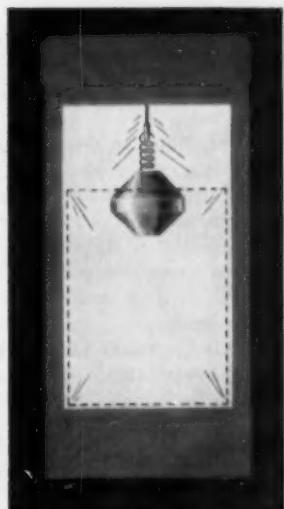
SWIMQUIP, INC., 3301 Gilman Rd., El Monte, Calif.

SE-640

Liquid Plastic Adhesive

Simplifies Book Repairs

Rey-Stik is an all-purpose liquid plastic adhesive which simplifies book repairs, reduces binding and replacement costs and eliminates the use of many book mending supplies and materials. The product comes ready to use—water may be added if nec-



Releasing pedal starts automatic TAMPaction, compressing towels in disposable paper bag.



Easily removed bag saves time, prevents litter, promotes washroom economy.

Put your Foot Down...on Washroom Mess with exclusive **NIBROC® TAMP***

Here's another dramatic Nibroc first—from the makers of the first and still finest wet strength towels. It's the exclusive new Nibroc TAMP that dispenses and disposes of towels with unprecedented washroom neatness and economy.

TAMP automatically compresses waste towels into compact, easily removed bales. Each bale equals three to

five 55-gallon drums! Moreover, TAMP brings:

- Reduced towel consumption
- Less litter and pickup
- Resale of valuable waste bales
- Reduced fire hazard
- Better employee satisfaction.

For general plant areas, TAMP comes without the dispenser to provide similar savings in disposal of wiping papers and other waste.

*Pat. App. For

GET 3-T THRIFT— **towels, tamp, tissues!**

For tops in savings, install TAMP—then buy Nibroc Towels and Nibroc Soft-wite and Softan Toilet Tissues together. Ask your Nibroc Distributor. He's listed in the Yellow Pages under Paper Towels. Or write Brown Company, Dept. NG-2, 150 Causeway St., Boston 14, Mass.



OTHER NEW PRODUCTS

essary. Only a thin coat is needed for a firm bond.

In addition to book repair, the material may be used for making posters, greeting cards, mending pottery and crockery, making and repairing model airplanes, pasting construction paper cut-outs, and pasting proofs for page makeup in Journalism classes.

REYCO PRODUCTS CO., 1701 Lister Ave., Kansas City 27, Mo.

Duracite LABORATORY TESTED CHALKBOARDS

Outlast the building! Testing labs find Duracite good for 100+ years' classroom use! Easier writing, erasing. Resists abrasion, impact and humidity. Standard and special colors. Designed as fixed wall attachment or prefab, portable units.

Also: Factory Built Units

Prefabricated at factory to reduce cost of installation. Available in every desired size and arrangement of Chalkboard and Bulletin boards.

EXTRUDED ALUMINUM TRIM

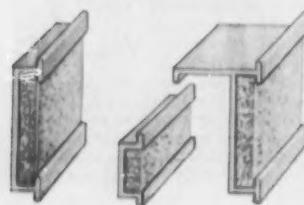
For all Chalkboard and Bulletin Board installations. Superior to wood. Economical, permanent finish. No upkeep.

WRITE for Catalog 56

MAP RAIL

Extruded aluminum, with cork insert or without. Sliding hangers, fixtures. Can use with present wood trim.

Write for Samples.



192B

Claridge

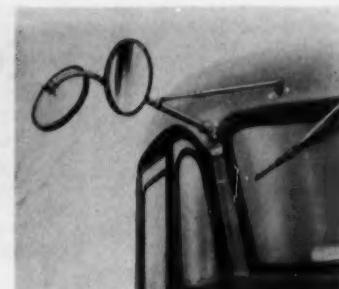
6731 N. Olmsted
Dept. 246 • Chicago 31

School Bus Mirror SE-641

Helps to Prevent Accidents

To permit unobstructed vision of the right side and lower front of a school bus from the driver's seat, a new rear-view mirror for exterior mounting has just been introduced by The Griffin Lamp Co. The unit consists of two 6 1/8" diameter mirrors, mounted on the same bracket for attachment to the top of the right-hand windshield post.

Construction of the unit, Model 432, is rugged. The bracket is of



heavy 10-gauge steel and is adjustable both horizontally and vertically.

GRiffin LAMP CO., 401 S. Third St., Hamilton, Ohio.

SE-502

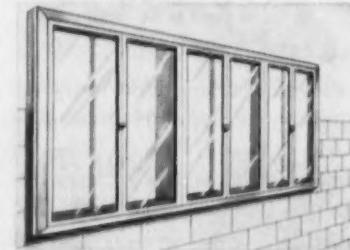
CORK Bulletins

Finely ground, high-grade cork all the way through. No lower grades underneath. Mounted on heavy burlap. Soft, resilient, easy to clean. Three beautiful new pastels to blend with your color scheme, and washable! Samples sent on request.



Aluminum Framed Bulletin Boards & DISPLAY CASES

Extruded 63S alloy sections in etched and anodized dull satin. Widths and heights optional, thickness depending on wall. Fine brass hardware is aluminum-finished.



Magazine Rack SE-642

Six-Tier Library Unit



The Model 140 is an attractive wood magazine rack designed specifically for school libraries. The six-tier unit features high durability and beauty. The wood used is finest northern hard maple, air and kiln dried to 5 to 7% moisture at time of machining and assembly, assuring freedom from imperfections and uniformity of color, grain and figure.

STANDARD WOOD PRODUCTS CORP., LIBRARY DIV., 47 W. 63 St., New York 23, N. Y.

Gym Finish SE-643

Dries to Hard Finish

Waterlox Heavy-Duty Gym Finish is elastic, durable and abrasion-resistant. It is made with a pure tung oil base to ensure high quality, greater coverage and better protection at less cost.

A sample of this product is available without charge to school officials making the request on their letterhead.

EMPIRE VARNISH CO., WATERLOX DIV., 2636 E. 76 St., Cleveland, Ohio.

SCHOOL EQUIPMENT INDEX - APRIL, 1956

This index covers products and services referred to in both advertisements and editorial reviews in this issue. To find a particular advertisement or editorial listing, consult the key (SE number) which precedes the listing, and which will also be found above the advertisement or listing in the body of the magazine.

If further information concerning any of these products is desired, it will be sent without charge or obligation. Simply circle the identifying numbers on the back of the business reply card below and mail it to us.

ADVERTISED PRODUCTS

- 301 Formica Furniture Tops
- 302 GE Textolite Plastic Surfacing
- 303 Nesbitt Wind-O-Line Ventilating System
- 304 Schieber Folding Table and Bench Equipment
- 305 Monsanto Vinyl Floors and Walls
- 306 Medart Grade-Robes
- 307 Fort Howard Paper Towels
- 308 American Bitumuls Walk-Top Surface
- 309 Johnson Service Automatic Temperature Control
- 310 Standard Electric Master Program Controller
- 311A American Crayon
- 311 Recreation Playground Equipment
- 312 Bell & Howell Filmsound 16mm Sound Projector
- 313 Haldeman-Homme Erickson Folding Tables
- 314 Jennison-Wright Kreolite Wood Block Floors
- 315 DuPont Color Conditioning Paints
- 316 Herman Nelson Draft/Stop Unit Ventilation
- 317 Cambridge Ceramic Suntile
- 318 Victor 16mm Sound Projector
- 319 Arlington School Seating
- 320 Bakelite Vinyl Resins
- 321 Stromberg-Carlson School Communication System
- 322 School Executive "A New Look at Secondary Education" Reprints
- 323 Lyon Steel Equipment
- 324 Bradley Washfountains and Showers
- 325 American School & University 1956-57 Two-Volume Edition
- 326 American City Fund-Raising Campaigns
- 327 Ford School Bus
- 328 Royal Standard Typewriter
- 329 White Mop Floor Cleaning Tools
- 330 Oneida School Bus
- 331 Johnson's Spot-Resistor Brown Label No-Buff
- 332 Peck and Harvey Whiteprinters
- 333 Heinz Beans
- 334 Griggs School Seating
- 335 Huntington Seal-O-San Gym Floor Finish
- 336 American Desk School Furniture
- 337 Baker-Roos Scaffolds
- 337A Sico E-Y Folding Table
- 338 Scott Port-a-fold Stadium Seats
- 339 Dudley Master-Keyed Locks
- 340 Verd-A-Ray See-E-Zee Fluorescent Lamps
- 341 Pittsburgh Plate Color Dynamics
- 342 Powers Thermostatic Controls
- 343 Rolscreen Pella Wood Folding Doors
- 344 Corry-Jamestown Steel Dasks
- 345 Celotex Sound Conditioning
- 346 Bogen Sound System
- 347 Weber Costello Modular-4 Multi-Units
- 348 Multi-Clean Gym Floor Finish
- 349 Libbey-Owens-Ford Tuf-Flex Glass
- 350 Carolina Campeo Vacuum-Powered Stop Signal

SE

- 351 Metalab School Laboratory Furniture
- 352 Mosaic Ceramic Tile
- 353 NEMA Electric Ranges
- 354 Sani-Mist Foot Spray Dispenser
- 355 Brulin Maintenance Products
- 356 Premier Floor Machine
- 357 Victory Commercial Refrigeration
- 358 Mississippi Diffused Glass
- 359 Proff & Lambert Flewing Flat Paint
- 360 Glynn-Johnson Door Control Hardware
- 361 Anchor Chain Link Fence
- 362 Universal Roll-A-Way Bleachers
- 363 Vogel-Peterson Schooline Wardrobe Systems
- 364 Ajusto Chairs & Stools
- 365 Underwood Sundstrand 10-Key Adding Machine
- 366 Legge Terrazzo Seal
- 367 Playtime Galvanized Bleachers
- 368 Smithcraft Lighting Fixtures
- 369 E-Z-Fold Electrically Operated Basketball Backstops
- 370 Page Chain Link Fence
- 371 Acme Visible Record Systems for Schools
- 372 Prolon Plastic Compartment Trays
- 373 Snyder Grandstands & Bleachers
- 374 Breuer Tornado Floor Machines
- 375 Acme Rustocale Boiler Water Treatment
- 376 American Seating Auditorium Chairs & Functional School Furniture
- 377 Southern Rynoseal Wood Finish
- 378 Califone Phonographs
- 379 Heyer Automatic Electric Spirit Duplicator
- 380 Sperti Faraday Clock and Program Systems
- 381 Beckley-Cordy Simplex Pre-Fab Units
- 382 Bessler Vu-Lyte II Opaque Projector
- 383 Johns-Manville Terraflex Tile Flooring
- 394 Sexauer Faucet Washers
- 395 Glover Homemaking Unit
- 396 R. C. Allen Visomatic Typewriters
- 397 Fence Steel Lockers, Cabinets, Shelving
- 398 Armstrong Acoustical Materials
- 399 Hussey Portable Bleachers, Grandstands
- 400 Fleetwood Flexible Furniture
- 401 Grollier's The Book of Knowledge
- 402 American Optical School Vision Screening Test
- 403 Simoniz Polish, Wax and Cleaner Products
- 404 Geerpres Jet Stream Map Washer
- 405 Sico Tuck-A-Way Table Tennis Table
- 406 Monroe Automatic Duplex Calculator
- 407 Church Styrene Wall Tile
- 408 American Photocopy Apece All-Purpose Copy Maker
- 409 Southern Food Service Equipment
- 410 Churchill Nu-Clear Floor Finish and Floor Sealer
- 411 Chevrolet School Bus
- 412 American Encyclopedias
- 413 Michaels Exhibit Cases
- 414 General Precision TV Teaching System
- 415 Brunswick-Balke School Furniture & Paper Drawer Cabinet
- 416 Westinghouse Appliances
- 417 Duke Thermo Duke Food Warmers
- 418 Mutschler School Equipment
- 419 Thompson Hangers
- 420 Keyes Kya-ite Tableware and Molded Plastic Trays
- 421 RCA Sound Projectors & Sound Systems
- 422 Safway Steel Bleachers
- 423 Beta Laminated Food Trays
- 424 Westinghouse LC Luminaires
- 425 DuPont Ludox Floor Wax
- 426 Atlas Clausing 10" Saw

FIRST CLASS
PERMIT NO. 280
SAC. 510 P. L. & R.
NEW YORK, N.Y.

BUSINESS REPLY CARD
No Postage Stamp Necessary If Mailed in the United States

2 CENTS POSTAGE WILL BE PAID BY

THE SCHOOL EXECUTIVE

470 FOURTH AVENUE

NEW YORK 16, N. Y.



THE SCHOOL EXECUTIVE

SE	Detroit Hi-Lo Adjustable Lectern	SE	Brunswick-Balke Teacher's Storage Cabinet
417	Finnell Combination Scrubber-Vac Floor Machine	460	Ajusto Adjustable Chairs
418	Shelden School Shop Lathes	461	Majestic Blackboard Erasing Cloth
419	DuPont Tintine Classroom Shades	462	Fisher Laboratory Shut-Off Timer
420	Haws Deck-Type Drinking Fountains	463	American Seating School Furniture
421	Hillyard Hiltz-Lustre Floor Polish	464	Activeaire Electric Hand Dryer
422	Brunswick-Horn Folding Gym Seating	465	Irby Science Lab Desk
423	USS Stainless Steel Milk Dispenser	466	Columbus Coated Vinyl Upholstery
424	Mitchell Folding Tables & Stands	467	Sunroc Drinking Fountain
425	Hunter-Douglas Flexolum Audio-Visual Blind	468	Adjustable Caster Adjustable Glide
426	Tremco Revised School Building Maintenance Program	469	Hardware Engineering Typewriter Stand
427	Kuehne School Furniture	470	Globe Chair-Desk Seating
428	Pennsylvania State Chalkboards	471	PHYSICAL EDUCATION
429	Radiant Projection Screens	472	Dedco Batting Practice Machine
430	Boy West Mosinee Turn-Towls	473	TEACHING MATERIALS
431	Ampro Audio-Visual Equipment	474	Aero U. S. Relief Map
432	Spencer Vacuslot System	475	Chicago Apparatus Plastic Petri Dishes
433	Curtis Light & Sound Conditioning Systems	476	Bell 50 Watt Amplifier
434	Corning Double-Tough Dinnerware	477	American Optical Slide Projector
435	Brillo Floor Pads	478	Central Scientific Lab Geiger Counter
436	Koi Waste Paper Kollector	479	Fisher Infra-Red Heater
437	Hampden Folding Chairs	480	MAINTENANCE
438	Pobco Mastipave Floor Covering	481	Masury-Young Floor Dressing
439	Mayline Art & Drawing Table	482	Fletcher-Hillier Chrome Polish
439A	Master Combination Padlocks	483	Maintenance Engineering Surface Sealer
440	Lexit Aluminum Chalk Trough	484	Advance Floor Vacuum Cleaner
441	Hammond Adjustable Typewriter Height Unit	485	BUILDING PRODUCTS
442	National Mowers	486	Armstrong Acoustical Tile
443	Keweenaw Educational Equipment	487	Monarch Long Tile
444	Gregg Roll-Away Chair & Table Trucks	488	Joseph Goder Incinerators
445	Fairhurst Unifold Folding Walls	489	B. F. Goodrich Floor Tile
446	Newcomb Portable Phonograph	490	MACHINERY, TOOLS
447	Holden Book Covers	491	Tolerton Student Bench Tops
448	Corbin School Letter Boxes	492	Hallowell School Shop Equipment
449	Standard Disinfectant Nu-Lite Cleaner	493	Delta Power Belt Grinder
450	Photo Materials Cutting Board	494	Delta Workholding Clamps
451	Equipto Lockers	495	FOOD SERVICE
452	Kent Floor Machines	496	Lyon Kitchen Cabinets
453	Vestal Briton-All Floor Cleaner	497	Intercontinental Safety Glassware
454	Heywood-Wakefield Tubular Steel Furniture	498	Haldeman-Homme Folding Lunchtable
455	Tauber Plastic Binding Kit for Scrapbooks & Albums	499	Victory Refrigerator
456	National Built-In Combination Locks	500	OTHER NEW PRODUCTS
457	Trojan Playground Equipment	501	Safway Steel Bleachers
458	Modern Swimming Pool Supplies	502	Ditto Electric Duplicator
459	Wenger Portable Riser-Stage		Swimquip Diving Towers
			Reyco Liquid Plastic Adhesive
			Griffin School Bus Mirror
			Standard Wood Magazine Rack
			Empire Varnish Gym Finish
			MANUFACTURERS' CATALOGS
			RCA Sound Systems
			American Floor Maintenance Machine
SE	NEW PRODUCT REVIEWS		
	CLASSROOM EQUIPMENT		
601	Westmoreland School Furniture Line		

THE SCHOOL EXECUTIVE, 470 Fourth Ave., New York 16, N. Y. April, 1956

Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.

Also send literature on

NAME _____ **TITLE** _____
INSTITUTION _____
ADDRESS _____ **CITY** _____ **ZONE** _____ **STATE** _____

Monroe FOLDING BANQUET TABLES



**DIRECT PRICES & DISCOUNTS
TO SCHOOLS, CHURCHES,
LODGES, HOTELS, CLUBS, etc.**

NOW, Monroe Folding Banquet Tables, at no extra cost are offered with completely finished tops, highly resistant to most serving hazards. May be USED WITHOUT TABLE CLOTHS, if desired. Also available in Formica and Ornacel special color and pattern types. Write for catalog with direct factory prices and discounts to religious and educational institutions, clubs, lodges, etc.

MONROE TRUCKS For Folding Tables and Chairs



Transport and store your folding tables and chairs the easy, modern way on MONROE Trucks. Construction of Transport-Storage Trucks permits maneuverability in limited space. See Catalog.



Complete Line of
Folding Chairs

The Monroe

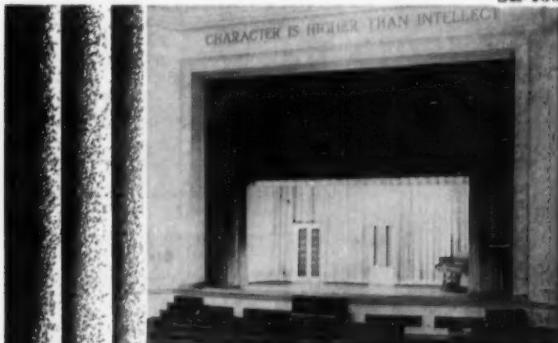
66 CHURCH ST.

Company



COLFAX, IOWA

SE-465



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VERSATILE, ECONOMICAL, DRAMATIC
Consult Pittsburgh**

Let us design a modern, dramatic stage setting that can be quickly and easily adapted to your every need.

TRACK • LIGHTS
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CURTAINS
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Our Curved Cyclorama Track converts your stage to any size area you need — or clears the stage for use as a gymnasium

WRITE TODAY for free consultation or additional information.

Pittsburgh Stage Inc.

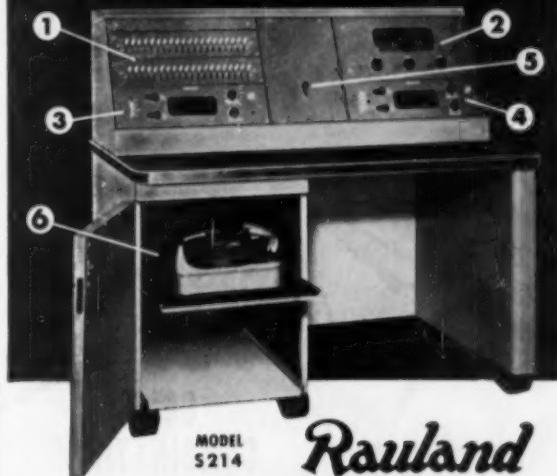
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Dept. SE-4

Pittsburgh 14, Penna.

Unsurpassed Educational Tool

CENTRAL CONTROL ALL-FACILITY SCHOOL SOUND SYSTEM



MODEL
S214

Rauland

VERSATILE DUAL-CHANNEL SYSTEM

Here, at minimum cost, is the complete answer to administrative problems. This All-Facility Console distributes administrative information instantly for up to a total of 40 classrooms; feeds microphone, radio and phono programs to any or all rooms, and provides 2-way conversation between any room and central control Console. Includes every modern feature to enhance instruction and improve administration.

Your choice of every desirable program facility

① SWITCH PANEL

Selects any or all rooms (available with up to 40 room capacity). Distributes any 2 programs, selects communication and room-return.

③ PROGRAM PANEL

Selects and distributes any of 2 microphones (one at Console and one remote), Radio or Phonograph.

⑤ ALL-CALL SWITCH

An Emergency and All-Call feature—instantly connects all rooms to receive programs or instructions.

This System is also available in S114 Console model, less desk. Write for full descriptive details covering these quality-built, ultra-modern systems.

② FM-AM RADIO

Selects any radio program on the complete FM band or the entire AM standard Broadcast band for distribution to any or all rooms.

④ INTERCOM

This panel serves as the second program panel and as the intercom panel permitting 2-way conversation with any room.

⑥ RECORD CHANGER

Highest quality Automatic Changer plays records of all sizes and all speeds.

RAULAND-BORG CORPORATION

Rauland-Borg Corporation
3515-E West Addison St., Chicago 18, Ill.

Send full details on RAULAND School Sound Systems.

We have.....classrooms; auditorium seats.....

Name.....Title.....

School.....

Address.....

City.....Zone.....State.....

BTC
Custom
Folding
Chairs

Now in
210
COLOR
COMBINATIONS

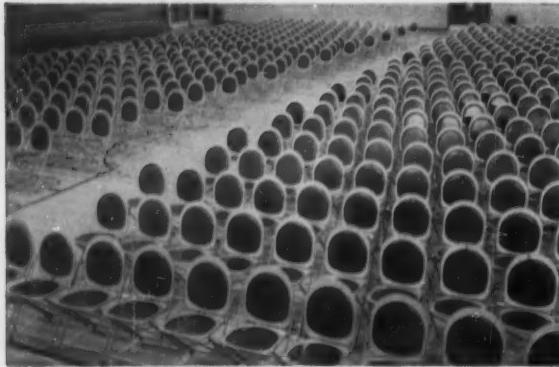
ONLY **BTC** OFFERS YOU
ALL THESE FINE
FOLDING CHAIR FEATURES

- All-steel construction
- Never wobble or collapse
- Silent rubber-padded feet
- 14 finish colors
- 15 seat and back coverings in Duran or Boltaflex upholstery.



FOLDS THIN
protects
upholstery
in storage

210 COLOR combinations offer endless opportunities for small or large room decorating. Chairs are extra comfortable thanks to full-size, padded seats and backs. Open, close in single motion.



BTC Chairs in auditorium of Weirton Steel Co., Weirton, West Va.

BTC CHAIR TRUCKS
Vertical Truck (shown) transports
stores 24 chairs. Horizontal model holds
36 for understage storage.

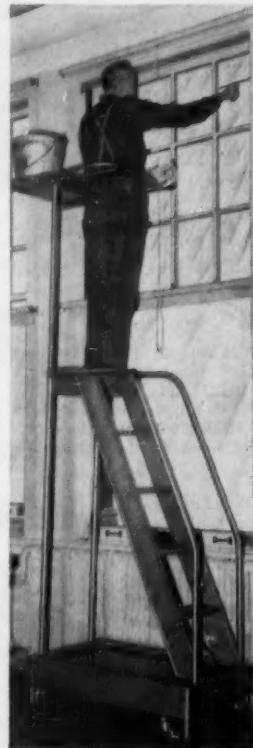


FREE FOLDER Shows Hostess Chair fabrics and finishes in color. Write for it!

THE BREWER-TITCHENER CORPORATION, Cortland, N.Y.

Saves Man Hours

WASHING
CLEANING
PAINTING



★ **FASTER.** Supplies roll right to the job on Safe-Lad —through all doorways. Both hands are free for overhead work—due to 4-way guard rail protection.

★ **SAFER.** Safety control automatically locks Safe-Lad. Stability exceeds National Safety Code.

★ **PROVED** time and money saver by users from coast to coast.

For complete details call your dealer—or write—

SAFE-LAD
Manufacturing Company

1001 S. E. Morrison
Portland 14, Oregon



Need extra funds?

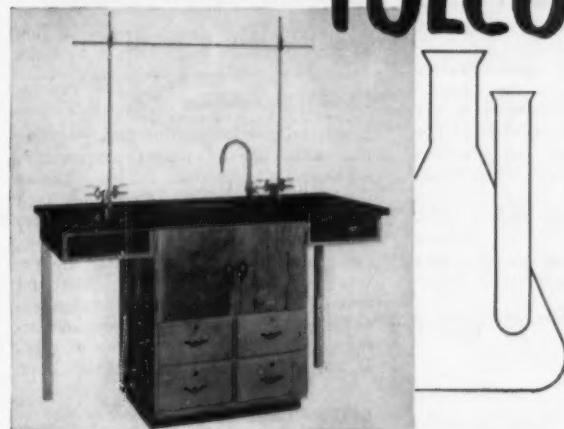
**MAKE BIG PROFITS
FROM POPCORN
WITH A RETORS**

If your school has an athletic program or any other crowd-gathering activities, you can make big profits popping and selling wholesome popcorn with a RETORS machine . . . The new RETORS "Holiday" Floor Model (illustrated) can turn out \$30.00 worth of popped corn per hour . . . No special wiring required. Anybody can operate . . . Many other models available, including "Holiday" Counter Model.

Cretors POPCORN MACHINES ·
since 1885

SALES OFFICES: RETORS, Popcorn Bldg., Nashville, Tenn.
FACTORY: Chicago, Ill. Distributors Coast to Coast
IN CANADA: Super Puff's Ltd., Toronto • Theatre Confections Ltd.,
Toronto • Service Confections, Ltd., Winnipeg.

Now - LABORATORY FURNITURE by TOLCO



Laboratory Furniture is the newest addition to the TOLCO line of fine school equipment. Your Chemistry, Physics, Biology or General Science laboratories can now be equipped with Tolco furniture. You can save the expense of custom engineering and factory installation charges. It will pay you and your school to investigate.

WRITE FOR INFORMATION

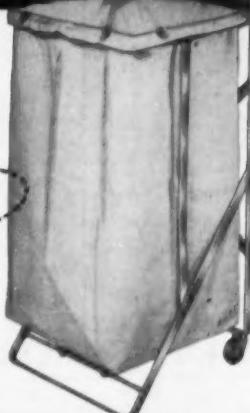
THE TOLERTON COMPANY
265 N. FREEDOM AVENUE

ALLIANCE, OHIO

GIVE YOUR JANITORS THE BEST! **SHAMROCK** JANITOR SERVICE WAGONS

Sanitary—Efficient!
Roll Easily—Won't
Scar or Mar Floors.

CANVAS BAGS . . .
Replaceable—Washable



The Shamrock No. 75 Janitor Service Wagon is lightweight and labor-saving . . . helps your janitors cover more area in less time. Sturdy steel frame collapses into small space. Equipped with two 2-inch hard composition casters, and white canvas bag. Wagon measures 20" x 19" x 43" high when bag is open. Grommeted bag is washable; drawstring closure keeps contents secure when bag is taken from frame. Extra bags, white or O.D., are available. Famous Shamrock Canvas Products are used the world over! . . . Write for Literature and Prices!

Mfd. by MEESE, INC., Madison, Ind.

How would you
grade yourself
in these
important subjects?

**REPORT CARD
FOR SCHOOL EXECUTIVES**

**STUDENT
HEALTH**

?

**WASHROOM
SANITATION**

?

Straubel

**TOWELS and TISSUES
insure the highest ratings
in health and sanitation**

For the best in sanitation facilities — the best in student health protection, standardize on Straubel Washroom products and be sure! **STRAUBEL** **TISSUES** with their superior absorption drying qualities and wet strength features cost no more than competitive grades — yet save you more because fewer tissues are required. Full label banding keeps them free from dust and dirt in storage. Interfolded and roll types to meet every budget — fit all dispensers. Plus, TEXTURIZED roll tissues that dispense but two sheets at one time — eliminate costly, wasteful "streamers."

STRAUBEL TOWELS come in every price range and fit all standard single or multifold fixtures. They reduce costs because each towel dries more — and faster! Fast dispensing, they speed-up washroom traffic over slow dispensing



roll towels, eliminate
prankish "streamers" and
greatly reduce janitor re-
fill and maintenance time.



Straubel products are
sold thru reliable mer-
chants of paper products
only. Write for samples
— name of merchant
nearest you.

STRAUBEL PAPER CO. • GREEN BAY • WIS.

MANUFACTURERS' CATALOGS

SE-701 Sound Systems

Radio Corporation of America has just issued Catalog S.130, describing a new line of control consoles for central sound distribution systems. Written in non-technical language, this 6-page catalog gives complete application information and fully describes the basic functions of a single channel sound control console. Major components are identified by call-out's on a full page photograph of a console. Key components are also briefly described. Several variations of RCA Single Channel Consoles are pictured. Technical specifications and a dimension drawing are

included. **RADIO CORPORATION OF AMERICA**, Building 15-1, Camden, N. J.

SE-702 Floor Maintenance Machine Catalog

The *No. 1 Floor Maintenance Machine Line*. The new 8-page floor maintenance machine catalog by American is a presentation of useful buying facts, including complete specifications on their rotary-type machines. A brief portion of the catalog is devoted to the evolution of this all-new line of machines, line drawings help to spell out product features based on user research and a series of photos show the machine doing various jobs. Other sections of the catalog include buying facts on how one machine does 10 jobs; fourteen points to check before

you buy a floor maintenance machine; how to select a machine to fit the job—and the budget! A final section deals with performance-proved easy-on, easy-off attachments, a small all-purpose utility floor polisher-scrubber and one of a line of commercial type vacuums for wet or dry pick-up. **THE AMERICAN FLOOR SURFACING MACHINE CO.**, Toledo 3, Ohio.

SE-703 Trampolines

A colorful new 16-page catalog, featuring the entire line of Nissen Trampolines, is now available. The catalog contains illustrations and descriptions of each Nissen Trampoline model, plus complete specifications, shipping weights and prices. Separate sections of the catalog are devoted to Nissen Regulation, junior and jump-king trampolines, the minitramp, optional equipment and parts, and instructional aids. **NISSEN TRAMPOLINE CO.**, Dept. H, 200 A Ave., N. W., Cedar Rapids, Iowa.

SE-473

Rowles

modernaire Series

The Perfect Classroom Desk

Here's a beautiful new design that will bring you everything you've ever looked for in good classroom seating. It's Rowles new MODERNAIRE Series . . . prize winning strength and unmatched durability. Streamlined . . . yet, invitingly comfortable. A big, adjustable writing surface and the smooth curved seat and gracefully arched back, assure relaxing comfort . . . all day long. The MODERNAIRE Desk belongs in your classrooms . . . it's your best buy in classroom seating . . . anywhere.

Ask your Rowles School Equipment Dealer for complete details, prices on the Modernaire Series, or write

Modernaire Desk

Modernaire Chair

Modernaire Tablet Arm Chair

ROWLES
School Equipment

E. W. A. ROWLES COMPANY ARLINGTON HEIGHTS, ILLINOIS

SE-704 Table Glassware

Complete table glassware service for every institutional need is featured in a new 24-page catalog just released by Libbey Glass, division of Owens-Illinois Glass Co. The two-color catalog, *Libbey Glassware Institutional Catalog*, illustrates Libbey's full line of safedge tumblers, stemware and miscellaneous glassware items designed especially for use by the nation's food and beverage serving establishments. **LIBBEY GLASS, DIV. OF OWENS-ILLINOIS GLASS CO.**, Toledo 1, Ohio.

SE-705 Daylighting of Classrooms

Attention to the important eye and lighting approach is given by Pittsburgh Corning Corporation in a special booklet entitled *The 3 R's and Daylighting*. The purpose of the pamphlet is to spell out in simple, understandable language the highly involved subject of the classroom and its effect on child development. Studies show that a growing child with normal vision under daylight conditions uses 25 per cent of his total energy in critical seeing. The goal is a lighting pattern throughout the entire working area from which all glare and sharp brightness contrast have been removed or reduced to a minimum. Regardless of where children may be working in the room, on what plane they must work, or in what direction they must face, they are able to work without undue strain on the eyes. **PITTSBURGH CORNING CORP.**, One Gateway Center, Pittsburgh 22, Pa.

SE-706 Miniature Precision Inverter

A new bulletin describing and illustrating Bristol's miniature precision inverter, the Syncroverter Switch, has been released by The Bristol Company. These inverters are designed for use over the excitation frequency range of 0-1800 cps. Typical characteristics are given for operation at 400 cps, as well as mounting dimensions for both pin-socket and flange-mounting models. Copies of *Bulletin AV2002* are available from **THE BRISTOL CO.**, Aircraft Components Div., Waterbury 20, Conn.

For Your Projector

SE-474

"Safe-Lock" PROJECT-O-STAND! is "TOPS" from ANY ANGLE!



"PROFESSIONAL" Model 203

An Amazing Value
at
\$33.75 price
list



10% Discount on 2 or more to Schools and Institutions
only!

OTHER IMPORTANT FEATURES ARE:
1-Permanent-Mold Hi-Test Aluminum Casting. 100% Rigid. No
shake or play.
2-Built-on carrying handle and web straps for securing legs.
3-New Easy-Grip disc-type lock knob locks and releases
instantly.
4-Top table and legs have TAN WRINKLE ENAMEL FINISH.
5-Large 1½" diameter high-tensile aluminum legs with rubber
ends.

ARSCO AMERICAN INC., 3309 Edison Ave., New York 69, N. Y.

DRY DISHES



Faster

KLENZADE

FLASH-DRI FEEDER

- ★ Eliminates Water Spotting
- ★ Economical to Use
- ★ Constant Feed of Drying Agent
- ★ Easy to Install

Klenzade Flash-Dri Feeder is an automatic rinse line injector specifically designed to continuously add Klenzade Flash-Dri, drying agent, into final rinse line on dishwashing machines. Flash-Dri Feeder is a simple, positive tube-type pump with only one moving part. Operated by dependable pressure switch for automatic rinse line injection. Easily installed on any dish machine.

Simple Automatic Operation

KLENZADE PRODUCTS, INC.

BELoit, WISCONSIN

See Us At the National Restaurant Show

April, 1956

SE-476

a FULLER BRUSH service



FULLER BRUSH
"Work Organizer"
for checking up on
maintenance jobs

FOR NEW FLOORS — A NEW WAX . . . From the Fuller Brush laboratory comes Super-Fullduty — a wax with a base of #1 prime yellow Carnauba. Exhaustive tests show Super-Fullduty adds luster to floors and keeps new floors looking new. It is the finest wax in the complete Fuller line.

FOR REDUCING DANGER OF SLIPPING . . . Fullred contains duPonts' Ludox® colloidal silica. It is safe for all types of floors including asphalt, vinyl, or rubber compositions, and is unaffected by freezing.

FOR ECONOMY . . . In line with the Fuller Brush policy of providing floor waxes for every usage, and in every price bracket, we offer Fullthrift as a money-saver. Our laboratory developed a Carnauba-synthetic base giving this wax remarkable durability for its price.

But we don't stop with product development — we have studied economical application. We help you improve the efficiency of maintenance labor, by furnishing you a "Work Organizer". To introduce our services we offer this "Work Organizer" without obligation. Simply write for it today.



—MAIL TODAY—

The Fuller Brush Co.
3556 Main St.
Hartford 15, Conn.

I would like to fit floor waxing into an overall maintenance schedule that holds down my labor cost. Please send me your "Work Organizer".

NAME _____ TITLE _____

COMPANY _____

STREET _____

CITY _____ ZONE _____ STATE _____

a FULLER BRUSH service

DRY Hands QUICK!



-in less than 30 seconds!

National Hand Dryers have replaced messy towels

In thousands of cost-conscious establishments including: Northwestern University, Greyhound, Bulova, Marquette University, La Guardia Airport, Alton, (Ill.) Board of Education, Sylvania, TWA, Rock Island R.R., Mayo Clinic, Beverly Hills (Calif.) High School, and many others.

Where there are alert buyers, whose first measure of value is quality, NATIONAL Hand Dryers have easy sailing. NATIONALS are in a class by themselves... Lower hand-drying cost...no clogged toilets and no plumbing bills...no messy washrooms...Quick, sanitary drying by air—for less!

Once you learn the facts YOU, too, will select NATIONAL Hand Dryers!

NATIONAL Dryers Proved Best by U. S. Government Test

MAIL THIS COUPON TODAY!

NATIONAL Dryer Sales Corp.
616-20 W. Adams St., Chicago 6, Ill.

Gentlemen: Without obligation send me copies of letters from users, also folder of facts including cost-saving figures and full details on your FREE-TRIAL offer.

My name.....

Firm name.....

Street.....

City..... State.....

D

for practical
effective
instruction

ALLIED'S famous KNIGHT ELECTRONIC BUILDERS' KITS



USED BY
HUNDREDS
OF
SCHOOLS



Typical Kit Values

10-in-1 Radio Lab Kit

Instructive, practical, fascinating. Builds any one of 10 projects: broadcast receiver, amplifier, wireless oscillator, home "broadcaster", code practice set, relay, signal tracer, electronic timer, electronic switch, photo relay. With all parts, tubes, instruction manual. Shpg. wt., 10 lbs.

835265. Only \$12.45

"Ranger II" AC-DC Radio Kit
Popular 5-tube superhet radio project kit. Thousands now used in shop training. Teaches practical radio construction. Commercial quality receiver. Complete kit includes tubes, pre-formed chassis, speaker, loop antenna, all required parts, hardware and easy-to-follow instructions. Shpg. wt., 8 lbs.

835735. Only \$14.85

Dozens of other fine KNIGHT Kits available: Test Instruments, Amplifiers, Receivers, etc. See our Catalog for details.



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ELECTRONIC
SUPPLY GUIDE

Send for the leading buying guide to everything in electronics for the schools: Training Kits, Sound and Recording equipment, Lab instruments, Tools, Books, electronic parts, etc. Write for FREE copy.

Specialists in
ALLIED RADIO Electronic Supply for Schools
100 N. Western Ave., Dept. 8-D-6, Chicago 80, Ill.



New!

Visual Aids for the Teaching Profession

Universally accepted as the teacher's favorite. Graded to fit the pupils' mental maturity. MARK-ON RUB-OFF surface. Many other exclusive features. Backed by over 89 years editorial experience.

Save money—Let a Cram man call and survey your equipment and help you plan a buying program for your school. Send for Cat. 88-B.



THE GEORGE F. CRAM COMPANY, INC.
700 EAST WASHINGTON STREET - INDIANAPOLIS 7, INDIANA



Anticipating the Trend of the Future

THE NEW IRWIN No. 900 CLASSMATE DESK, DESIGNED FOR JR. and SR. HIGH SCHOOLS, IS A REAL PACE SETTER IN DESIGN, IN VALUE, IN USE

1. **LARGE TRAPEZOIDAL-SHAPED TOP**
designed for maximum writing area, provides good arm support and allows easy ingress and egress.
2. **POSTURE FORM SEAT AND BACK REST**
Induces student to sit upright; provides greater comfort; reduces fatigue.
3. **LARGE BOOK RACK (OPTIONAL)**
provides visible, readily accessible storage space.
4. **REQUIRES MINIMUM FLOOR AREA,**
permits close spacing; more desks per room.
5. **WEIGHT EVENLY DISTRIBUTED,**
provides exceptional strength and stability.
6. **G-E TEXTOLITE TOPS — School DESK PATTERN or SIMULATED BIRCH.**

Proven through years of test in actual use.

No other desk offers all these functional advantages. For further details concerning the CLASSMATE DESK and the complete line of IRWIN classroom and auditorium furniture . . .



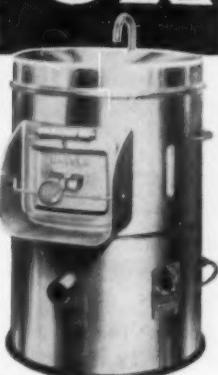
Write for current
CATALOG

univex

VEGETABLE PEELERS

\$150⁰⁰

Model G



- PORTABLE
- Stainless Steel Construction
- Peel 20 lbs. one minute
- Automatically Timed

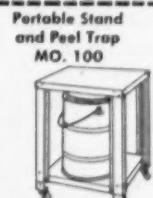
compare **SAVES** up to \$3.00 per
100 lbs. over hand peeling.



\$115.00



\$240.00



\$53.50

VISIT OUR BOOTH A-30
NAT. REST. SHOW
NAVY PIER, CHICAGO

UNIVERSAL INDUSTRIES
369 MYSTIC AVE.
SOMERVILLE 45, MASS.

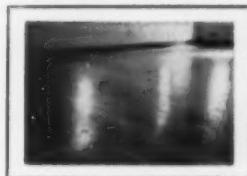
SE-481

SE-482

WATERLOX—

Heavy Duty Gym Finish

A PREMIUM TUNG OIL PRODUCT



WATERLOX

Heavy Duty Gym Finish
Meets Government
Specifications—
APPROVED BY
Maple Flooring
Manufacturers Assoc.

A gym finished with Waterlox

Rubber burns do not make a lasting impression on WATERLOX Heavy Duty Gym Finish, these blemishes easily removed.

It's TOUGH!

It's LONG-LASTING!

It's BEAUTIFUL!

Its Performance—UNEXCELLED!

WRITE FOR FREE SAMPLE

WATERLOX Div., Empire Varnish Co.
2636 East 76 St. Cleveland 4, Ohio
Please send **FREE** pint can of WATERLOX

NAME _____ Title _____

St. _____ City _____

Please attach to school letter-head

MANUFACTURERS' CATALOGS

SE-707 Laboratory Apparatus

Lanco Apparatus Review No. 6, published by Arthur S. LaPine & Co., describes and illustrates 1955's best sellers in the line of laboratory apparatus. A separate 4-page section introduces Harleco volumetric solution concentrates. Various equipment is described including: atom models, ohaus balances, reyers-rapid balances, glass beads, stainless steel beakers and labware, ultramax burettes and separatory funnels, glassblowing burners, carts, polyethylene centrifuge tubes, jumbo hosecock clamps, lattice support rods, portable bath coolers etc. ARTHUR S. LAPINE & CO., 6001 S. Knox Ave., Chicago 29, Ill.

SE-708 Control Application Data

Written in concise, non-technical language, *Bulletin CA-12* tells how to determine the proper control system for direct radiation. Illustrated with charts and graphs, the bulletin includes control of steam and hot water and discusses both two-position and proportioning modes of control. BARBER-COLMAN CO., Dept. 766, Rockford, Ill.

SE-709 Melamine Dinnerware

A new booklet entitled *A New Kind of Dinnerware*, describing the new melamine dinnerware, Cloverlane, is now available from Chicago Molded Products Corp. Among the features are easy cleanability of its specialized contours, faster draining, superior air drying, and easy stacking.

SE-483

whether it's a playground or a municipal power plant, there's a

REALOCK FENCE

to give it maximum protection

The advertisement features a large chain-link fence enclosing a building, likely a municipal power plant. The text is framed within a decorative border.

All over America, Realock Fences are providing dependable round-the-clock protection for every type of municipal installation. That's because each Realock Fence is tailor-made to fit the requirements of the customer.

Typical of the many Realock Fences now widely used by municipalities is Realock's Type 426. This sturdy fence gives positive protection for installations such as water works and power

plants because it is available in heights up to 13 feet and is topped with six strands of sharp barbed wire.

Yes, there's a sturdy Realock Fence for every municipal need. Why not get full details from your nearby Realock representative? You can obtain his name from your classified telephone directory, or by writing the nearest district sales office shown below.

THE COLORADO FUEL AND IRON CORPORATION—Denver and Oakland
WICKWIRE SPENCER STEEL DIVISION—Buffalo, New York

REALOCK FENCE
THE COLORADO FUEL AND IRON CORPORATION

BRANCHES IN ALL KEY CITIES



ing. The new booklet illustrates these exclusive design principles and the available shapes and colors in the Cloverlane series. CHICAGO MOLDED PRODUCTS CORP., 1020 No. Kolmar Ave., Chicago, Ill.

SE-710 Ice Melter

Bulletin No. RL-427 is a leaflet describing a new Ice Melter, ice and snow melting chemical, announced by Revere Chemical Corp. Contents include application hints and a full listing of product features. Ice Melter is recommended for virtually every application where it is desirable to melt ice and snow. It is especially suitable for the clearing of large areas as the sizes of its small chemical pellets are particularly well adapted to truck or mechanical hand spreader use. It can also be sprinkled or shoveled on in the conventional manner. REVERE CHEMICAL CORP., University Center Station, Cleveland 6, Ohio.

SE-711 Vacuslot Cleaning System

A new and complete method of cleaning schools is described in the Spencer *Bulletin No. 153-B*. Illustrations show how dust mops up to 48" are cleaned by passing the mop over a vacuum slot flush with the floor. Useful also for cleaning erasers, hand dusters and rags. Special connections are available for picking up water and for general vacuum cleaning. All dust and dirt goes to the basement. Installation charts and specification data are included. THE SPENCER TURBINE CO., Hartford, Conn.

SE-712 Movable Walls

Mills Movable Metal Walls Provide Space Control is the title of the 1956 Mills Walls Catalog, a 68-page workbook of detailed information on flexible interiors for offices, schools and buildings of every type. Featured in the new catalog are more than 50 photographs of typical installations, including a full-color cover photograph. The book gives complete information on Mills design and construction features, specifications and detail drawings. The entire line of Mills accessories and hardware is also described and illustrated. THE MILLS CO., 968 Wayside Road, Cleveland 10 Ohio.

SE-713 Fenestra Windows

Fenestra basement and utility windows, screens, storms and lintels are featured in a new 8-page, two-color folder offered by Detroit Steel Products Co. The folder also contains information about newly-developed 12-gauge steel forms for installing Fenestra basement windows in poured concrete walls. Construction features of the basement and utility windows, available finishes, types and sizes, installations in concrete block and poured concrete, and packaging information are covered in the folder. A section devoted to Fenestra Formed Steel Lintels, for use at the head of all residential windows, describes construction advantages and lists sizes. DETROIT STEEL PRODUCTS CO., 3261 Griffin St., Detroit 11, Mich.

FLO-PAC BRUSHES

- Scrubbing
- Polishing
- Wire

FOR ROTARY
FLOOR MACHINES

Get Flo-Pac Rotary Brushes for your floor machine—for finest materials and workmanship! 7-ply laminated maple blocks protect against warping; scrubbing, polishing and wire fillings are staple-set with rust-resistant steel wire. A complete line . . . quality guaranteed!

Scrubbing Fibres

We supply the following fibres, all with 2" trim: Pure Bassine; Pure Palmetto; Palmyra and Bassine Mixed (P. & B.) Block diameters 10" through 19".

Wire Brushes

Flo-Pac Wire Brushes are available in regular wire (30-gauge steel) heavily filled, 1½" trim; 20-gauge steel wire, 1½" trim; light wire, ¾" trim sparsely filled to hold steel wool discs.

ORDER FROM YOUR SANITARY SUPPLY JOBBER
No. 193

**FLOUR CITY
BRUSH CO.**
150 E 8th Ave. S.
Minneapolis 4, Minn.



**PACIFIC COAST
BRUSH CO.**
1507 Santa Fe Ave.
Los Angeles 21, Calif.

Polishing Fibres

A complete line of polishing fibres, 1½" trim: White Tampico; Union Mixture; Gray Tampico. Block diameters from 10" through 19".

Aluminum Block Refills

Aluminum brush blocks for floor machines refilled with nylon of any stiffness required. We also refill aluminum brush blocks with any fibre supplied for rotary brush use.

FOR SUPERIOR DESIGN, CONSTRUCTION
AND PERFORMANCE . . . FAR GREATER
STRENGTH . . . UNEQUALLED SAFETY . . .



AMERICAN *Approved* PLAYGROUND SWIMMING POOL and DRESSING ROOM EQUIPMENT

Since 1911 the finest equipment built, backed by lifetime guarantee against defective materials and construction . . . specified by leading recreational authorities for almost half a century.

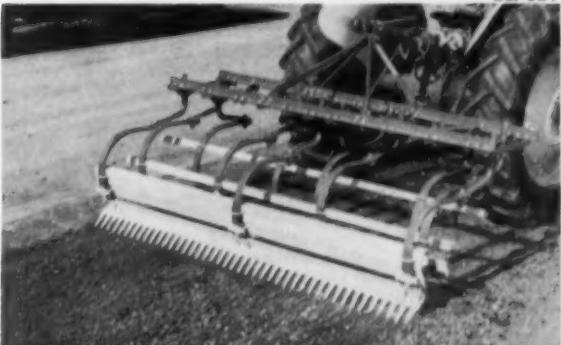
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Write for Folder
On AMERICAN'S
JIM PATTERSON
**LIFETIME
ALUMINUM
DIVING
BOARD**
WORLD'S FINEST
OFFICIAL BOARD

AMERICAN
PLAYGROUND DEVICE CO.
ANDERSON, INDIANA, U.S.A.

WORLD'S LARGEST MANUFACTURERS OF PARK, PICNIC, PLAYGROUND, SWIMMING POOL AND DRESSING ROOM EQUIPMENT



HERE IS THE SENSATIONAL ROSEMAN TILLER-RAKE

Scarifies — Grades — Levels — Spreads — Finish Rakes

All With This ONE TOOL

Ideal equipment for leveling and conditioning cinder running tracks and paths etc. Countless uses on school grounds. Extensively used by landscapers for preparing and renovating lawn areas and seedbeds. One man does it all quickly, perfectly . . . at tremendous savings in labor and equipment costs. Pays for itself over and over.

No need to haul plows, discs, drags and hand rakes to and from the job.

Write for literature containing detailed information.

ROSEMAN TRACTOR EQUIPMENT CO.

2620 Crawford Ave.

Evanston, Ill.

free bulletin shows
**39 TIME
SAVING
TRUCKS**

Especially Designed for Schools, Colleges, Institutions

You'll find exactly what you need in our complete line of school trucks in this 10-page brochure—trucks designed to provide easier handling of the wide variety of items used in schools, colleges and similar institutions. Each Nutting Truck is clearly illustrated and completely described!



TRUCKS FOR:

Figure 2880—Mobile Collection Unit for Cafeterias—just one of many standard Nutting Trucks for specialized applications.

- dishes
- trays
- wrestling mats
- pianos
- tables
- folding chairs
- books
- laboratory equipment
- linen
- baggage
- cleaning supplies
- kitchens and bakeries

WRITE TODAY
for
Bulletin 53-5C

Since
1891

NUTTING TRUCK AND CASTER COMPANY
2607 Division Street West

Faribault, Minnesota

SE-488

IN SCHOOLS

Floor Care
is mostly labor cost.

QUALITY MOPS

Reduce Man-Hours!

Cuts Clean-up Time in Half

BIG X Sweep Mop

Here's a mop that snatches up dust on contact. And it's amazingly durable... lasts and lasts. Can be removed from block for washing. Handles can't break due to exclusive new, rugged "Gibraltar" brace... BIG X comes in various widths up to 5 feet!... It's our leader!

VICTORY
Wet Mop

Your maintenance men will cheer you for ordering VICTORY mops. Soak up dirt and water at high speed. A heavy-duty, long-wearing mop—the choice of thousands of buyers.



HOLZ-EM
Applicator

A high-speed performer. Reduces cost of applying wax, seals, varnish. More professional floor finishers use HOLZ-EMS than any other applicator.

Order

AMERICAN STANDARD products from your regular supplier. He has them or can get them for you. If not, write us direct.

TOPS IN MOPS
AMERICAN STANDARD MFG. COMPANY
Incorporated 1908

CHARLES E. KREBS and WALTER C. KREBS
2507 SOUTH GREEN STREET • CHICAGO 8, ILLINOIS



SE-489

Midwest
FOLDING TABLES

- ★ Easy Folding!
- ★ Compact Storage!
- ★ Du-Honey 20 Safety Lock!
- ★ Beautiful Smooth Tops!
- ★ Double Bracing!

A COMPLETE LINE OF FOLDING TABLES

Wide range of styles and sizes—
Choice of tops

Midwest Folding Tables feature the exclusive Du-Honey 20 safety lock that secures the legs automatically in both the folded and the extended positions. Improved leg design gives added strength with greater comfort. All-welded construction. Extra strong under-bracing with tops laminated to the frame from special hot press glue process. Reinforced recessed steel apron.

Write for complete catalog, today!

Midwest

FOLDING PRODUCTS SALES CORP.

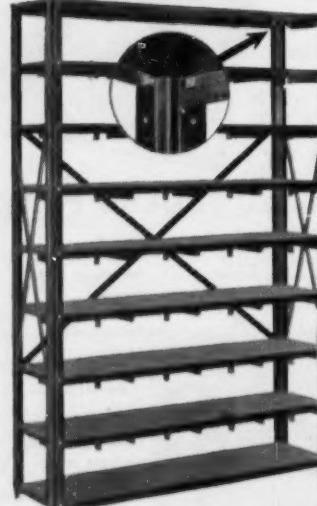
Dept. 664, ROSELLE, ILLINOIS



SE-490

NEUBAUER
"TWIN-POST"
Gym BASKET RACK

U.S. Pat. No. 2,621,800



Rigid Corner Posts
Safer Recessed Hasps

The Neubauer "TWIN-POST" corners are actually 2 posts with 3 strong corners (see inset circle). They keep the whole basket rack rigid and in line.

Note below how dividers guide and separate baskets and how hasp and padlock are neatly recessed inside shelf edge. Eliminates danger of cuts and bruises.



We also make Neubauer "Twin-Post" shelving in range of sizes. Write for literature.

Inquiries invited from school supply dealers.

NEUBAUER MFG. CO.

2015 Central Ave.
Minneapolis 28, Minnesota

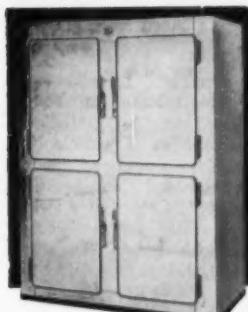
THE SCHOOL EXECUTIVE

**IT'S LACROSSE . . . FIRST IN
DESIGN AND QUALITY**

SE-491

SUPREME COOLER

Controlled temperature—sanitary, economical operation for a more efficient Milk Program. Stainless steel lids, 3" Fiberglass insulation.



LA CROSSE REACH-IN

La Crosse—always first with the finest—features dependable, top quality Reach-Ins. Spacious interiors — easily cleaned — adjustable shelving — paint grip, zinc grip steel exterior — automatic lighting.

LA CROSSE COOLER COMPANY

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SE-714 Audio-Visual Equipment Catalog

The 1955 edition of *The Audio-Visual Equipment Directory*, consisting of 179 pages, lists all the latest information you may need on audio-visual equipment, along with illustrations, price quotations, models, etc. It features 16mm projectors, filmstrip and slide projectors, opaque and overhead projectors, automatic and sound slidefilm projectors, tape recorders, record players, projection screens, cabinets and stands, and other equipment and accessories. Price is \$4.00 per copy. NATION-

AL AUDIO-VISUAL ASSOCIATION, INC., 2540
Eastwood Ave., Evanston, Ill.

SE-715 Golden Nature Guide Filmstrip

American Seashores, like others in the Golden Nature Guide Series, is based on the Simon and Schuster Golden Nature Guide of the same title, and is released as a boxed set consisting of four color filmstrips and one copy of the 157-page book of the same title. The four filmstrips reproduce all the drawings and charts contained in the book, illustrating more than 475 shells, sea plants, shore birds, animals and other natural features of the American seacoasts. The material is so arranged that the book provides an

easy index and manual for the filmstrips. YOUNG AMERICA FILMS, INC., 18 E. 41st St., New York 17, N. Y.

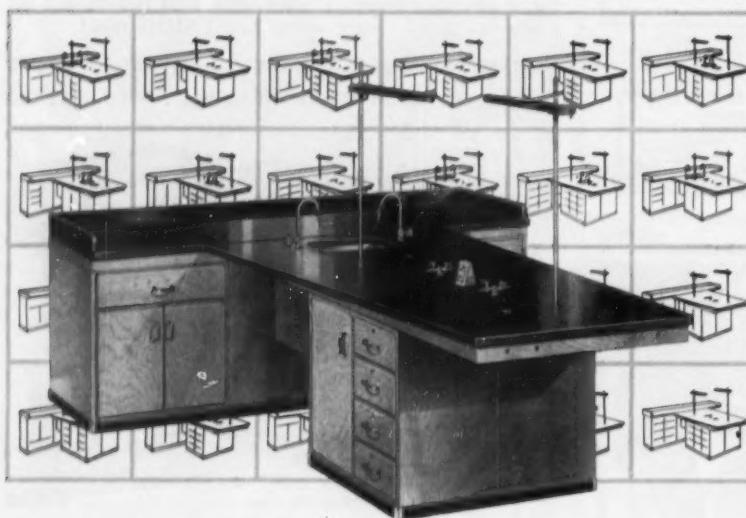
SE-716 Easter, Lenten, Spring Booklet

Filmstrips and 2 x 2 slides appropriate for Easter, Lenten, and Spring programs in church and school are all illustrated and described in a colorful 20-page booklet now available from SVE. Among new filmstrips being offered for the first time in this new booklet is *To Everything A Season*, which is available with reading script or 33 1/3 r.p.m. record. SOCIETY FOR VISUAL EDUCATION, INC., 1345 W. Diversey Parkway, Chicago 14, Ill.

SE-717 Alcoholism

Alcoholism as a social problem is the subject of a new film released by Young America Films under the title *What About Alcoholism*. Designed as a vehicle for stimulating discussion in teen-age groups, the film was produced in collaboration with Yale University's Center of Alcohol Studies to help young people become better acquainted with the causes, nature and problems of alcoholism. Available for rental or purchase. YOUNG AMERICA FILMS, INC., 18 E. 41st St., New York 17, N. Y.

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Pioneer Community of the Midwest (1½) (Gr. 4-12)
A Boy of the Circus (1½) (Gr. 1-5)
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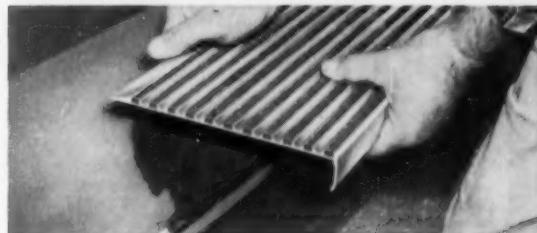
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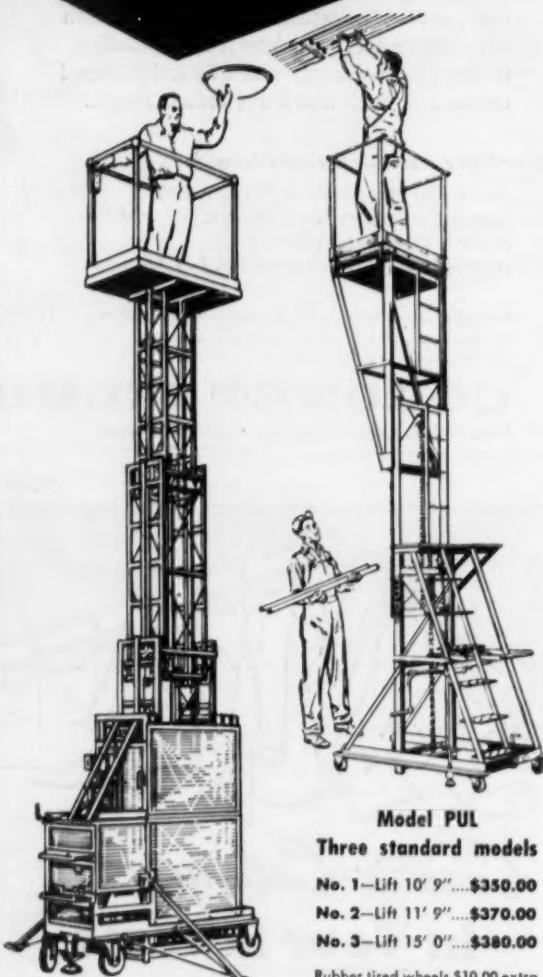
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